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ABSTRACT

This curriculum guide contains materials for a course that explores ways of improving the lives of older citizens and helping them cope with the rigors and pursuits of life. Section I discusses the development of community resource files at adult basic education (ABE) sites. Forms for each step are provided. Section II presents information on the development of vertical files of information that is of concern to the elderly at ABE sites. Necessary forms are included. Section III outlines steps for participant involvement through two educational experiences: development of a band of peer group supporters and development of a hotline service for older students. Again, sample forms are provided. Section IV contains the survey form and results of a questionnaire administered to senior citizens to identify topics of interest to older adults. A priority list of the topics for the confined senior citizens who were surveyed is included. Section V consists of ABE instructor activities. Suggestions and/or directions and materials are given for activities that involve teaching with resource persons and others; teaching with games and teacher-made instruments (such as puzzles, quizzes, word problems); teaching with arts and crafts projects; teaching with films, tapes, and slides; teaching with periodical materials as sources; and miscellaneous lesson ideas. (YLB)

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ETOWAH CITY SCHOOLS
PROJECT 310
"SUPPLEMENTAL CURRICULUM
for
LIFE COPING SKILLS
for the
ELDERLY"

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WHY THIS MANUAL?

With the elderly population growing and becoming more visible, it is evident that they have certain educational needs to be met. This segment of society is facing the process of aging in a complex world, has special health concerns, and may desire to fill some of its leisure time with its basic skills of reading and writing. Therefore, meeting the educational needs of this group is no easy task. The elderly are as diverse as any other group in our society, and their interests and needs fall outside of traditional skills taught by public school professionals.

We have sought to explore areas and means to better the lives of our older citizens, and to help them cope with the rigors and pursuits of life. Thus, we have developed our Supplemental Curriculum for Life-Coping Skills for the Elderly.

Much of this curriculum guide is in example form. Because variety is essential, given are guides to using different mediums in lesson plans. Please note that there are no recommended textbooks to provide for each participant. The older learner wants to learn about subjects of their choosing, not to be required to learn material that may not be of use to them in their remaining years.

This Project 310 was made possible through federal funding. Special thanks must go to the Etowah City School Board, Superintendent Mike Reeves, and Steve Heath, ABE Supervisor.

Concluding, we would like to express our continuing appreciation to the Tennessee State Department of Education.

Karen Dunn
ABE Instructor
Etowah City School

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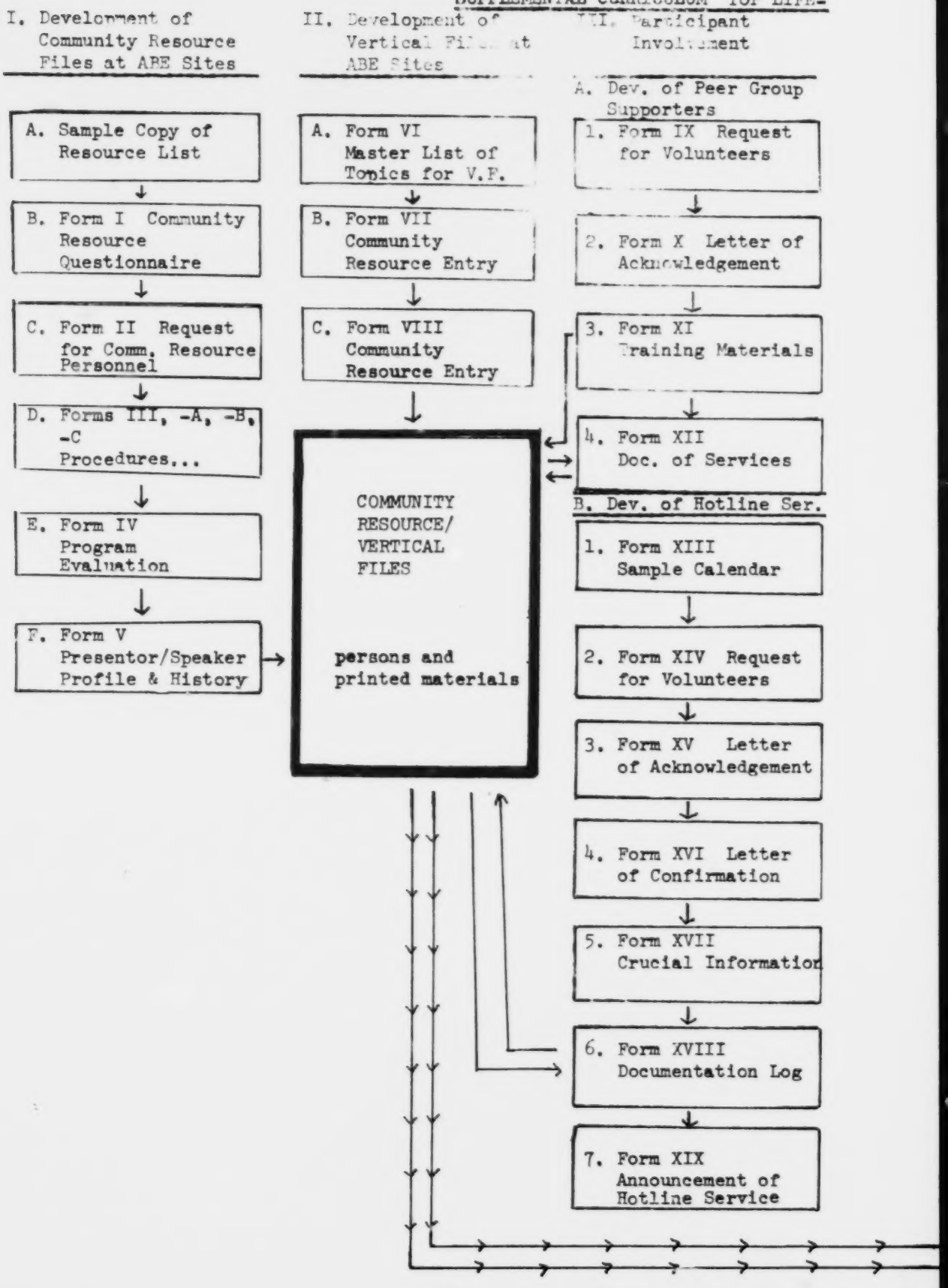
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COPING SKILLS for the ELDERLY

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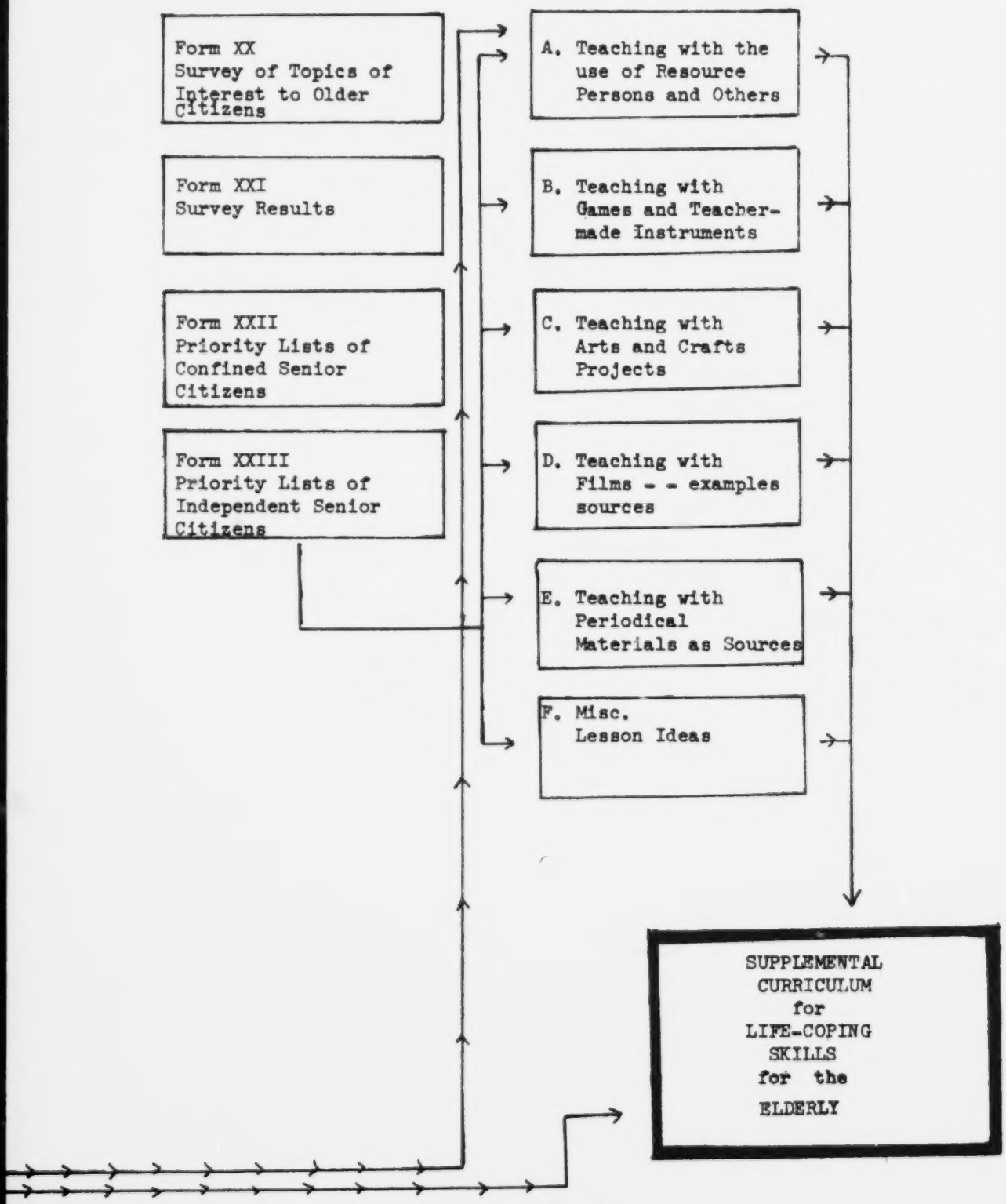
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SUPPLEMENTAL CURRICULUM for LIFE-COPING SKILLS for the ELDERLY

FLOW CHART EXPLANATION
SECTIONS I-III FORMS I-XIX

On the preceding pages is a flow chart that demonstrates the steps taken in the development of this manual, Supplemental Curriculum for Life-Coping Skills for the Elderly.

Section I: Development of Community Resource Files at ABE Sites

The learning experiences can be made richer by urging knowledgeable people to give programs to senior citizens in Adult Basic Education groups. With the development of a Community Resource List, and the expansions of this list and other materials put into a file (see Section II), a great resource guide is formed. These files serve as research centers for ABE instructors, site coordinators, activities directors, and students. Education through the utilization of a community resource file can be an ongoing process, and the students will be able to seek information independently of an instructor or other leader. Forms provided for the steps of this section are:

A. A copy of the revised Etowah City School's Community Resource List which is given as an example.

B. Form I - Community Resource Questionnaire This form is for polling the older students at ABE sites to determine if they would be interested in community speakers or others. This form requests topics of interest, possible speakers, preferred length of programs, etc.

C. Form II - Request for Community Resource Personnel Use this form to send to community members and others to request that they become active members of the community resource efforts. Names of members can be taken from Form I, and also from the listings in the telephone and other directories.

D. Form III - Procedures for Identifying Need of Resource Personnel and Methods of Contacting This is an outline of steps that can be taken to assess the need of a resource person and how to systematically contact the individual for a program date. For use with this form are Forms III-A, III-B, and III-C, which are Letter of Acknowledgement, Development of Scheduled Program, and Letter of Confirmation. Form III explains the different leaders suggesting the program: the ABE instructor, the ABE site coordinator or director of activities, or a student.

E. Form IV - Program Evaluation This form is used to guage the approval of a recently given program by a resource person. New topics of interest can be identified on this form.

F. Form V - Presentor/Speaker Profile and History This form can be useful to the ABE instructor for gathering data about the type of resource presentor who has the type of program most interesting to the older learner. For example, the ABE instructor, site coordinator, or activities director may find, by analyzing the responses of their group and the particular speakers, that their groups prefer older professionals from the community.

Community Resource List
Revised ABE Copy

Example/Partial List Only

A Community Resource List is one of the most valuable tools that can be used by an instructor. The individuals on the list have volunteered their time to help educate by bringing their skills and experiences into the classroom. Below is a partial list of the copy of Etowah City School's Community Resource List (ABE Copy)

Topic		
	Arthritis	
	Ruth Underwood	745-3629
	Arts and Crafts	
	Marie Lambert	263-7336
	Books	
	Wanda Worley	745-1859
	Bowling	
	Tom Barker	745-1532
	Cancer	
	Doris Rhine-Am. Cancer Soc.	365-4511
	Chiropractic Care	
	Dr. Tracy Price	263-5009
	Dance and Exercise	
	Tina Tullock	263-1432
	Dental Care	
	Dr. Thomas Oakley III	744-7075
	Epilepsy Information	
	Judith Cooper- Chatt. Epil Fnd.	756-1771
	Eye Care	
	Dr. Mike Jones	745-4910
	Foot Care-	
	Dr. Steven Davis	744-7399
	Hair and Skin Care	
	Bobbie's School of Beauty Arts	745-8929
	Health Supplies	
	Becky Jacquish (Conv. Supplies)	745-5208
	Hearing	
	G. Creswell - Hearing Aid Specialists	1-800-223-4327
	Julia Pearce - Knox. Cnt. for the Deaf	577-3559

Form I

COMMUNITY RESOURCE QUESTIONNAIRE

Location:_____

No. of Participants:_____

Dear Student:

We are conducting a survey to better understand what speakers would interest the older student in adult education. We would be very thankful for your cooperation.

1. Your age: _____

2. Your sex: Male ___ Female ___

3. Would you be interested in hearing guest speakers or presentors? Yes ___ No ___
If No, please skip questions 4 through 7, and please answer questions 8 and 9.

4. What topics would you like to hear special guests speakers talk about?

_____

_____

5. How long should a speaker be allowed to discuss a topic? Please check one.
___ 15 minutes
___ 30 minutes
___ 1 hour
___ longer than one hour
___ unlimited amount of time

6. Do you think there should be question and answer sessions? Yes ___ No ___

7. What time of day would be more convenient for you to attend a meeting and listen to a speaker? Please check one:
___ 10:00 A.M. - Noon
___ Noon - 4 P.M.
___ After 4 P.M.
___ Any time

8. What types of programs have you enjoyed in the past? _____

_____

_____

9. Do you know of anyone who would be willing to do a program for us? Please give name and address. _____

Form II

REQUEST FOR COMMUNITY RESOURCE PERSONNEL

_____
_____
_____
_____

_____
_____
_____
_____

Dear Citizen:

We at _____ are attempting to compile a list of local persons who would be willing to give special presentations and speeches to groups of older citizens.

If you would be willing to assist us in any way, please complete the following questionnaire and return it to us. Thank you.

1. Type of business or your occupation: _____
_____

2. Would you be willing to aid us in our program? ___ YES ___ NO
If NO, please do not answer any more questions, but please return the
3. form.

3. How would you be willing to aid us?
SPEECH ONLY ___
PRESENTATION (such as with audio/visual aids, use of pamphlets, drawings, etc.) ___
DEMONSTRATION ___
OTHER ___ please give particulars _____

4. Please give a brief description of the type of program you would be willing to do for us. Include such factors as the length of time your program would last and if it would stimulate a time needed for questions and answering. _____
_____
_____
_____

5. NAME _____ TITLE _____

BUSINESS ADDRESS _____
_____
_____

TELEPHONE NUMBER(S) AND MOST CONVENIENT TIME(S) TO BE REACHED:
_____

Form III
OUTLINE

PROCEDURES FOR IDENTIFYING NEED OF RESOURCE PERSONNEL

AND METHODS OF CONTACTING

Below are recommended procedures for obtaining programs using resource personnel. The three main implementation bodies are I, the ABE teacher, II, a student in an ABE class, and III, the site coordinator or activities director at an ABE location. Note: All form letterheads will reflect from whom and from where the forms are being sent.

I. ABE Teacher Initiation and Implementation
- A. Suggest topic to group.
- B. Spot survey of group.
- C. Reach agreement or rejection of program proposal.
- D. If agreed upon, ABE Teacher will,
  1. contact willing resource personnel from files using Form III-A.
  2. develop program by using completed Form III-B, either by mail-in or telephone communication.
  3. send letter of confirmation (Form III-C) allowing time for scheduling emergencies.

II. Student Initiation and Student/Teacher Implementation
- A. Student suggests topic of program to group.
- B. Student and ABE Teacher survey group.
- C. Reach agreement or rejection of program proposal.
- D. If agreed upon, student is allowed access to available forms and
  1. contacts willing resource personnel from files using Form III-A.
  2. develops program by using completed Form III-B, either by mail-in or telephone communication.
  3. contacts ABE Teacher with results.
- E. ABE Teacher sends Form III-C.

III. Site Coordinator or Activities Director at ABE Location Implementation*
- A. Coordinator or director suggests topic to group.
- B. Coordinator or director and ABE Teacher survey group.
- C. Reach agreement or rejection of program proposal.
- D. If agreed upon, coordinator or director will,
  1. contact willing resourse personnel from files using Form III-A.
  2. develop program by using completed Form III-B, either by mail-in or telephone communication.
  3. contacts ABE Teacher with results.
- E. ABE Teacher sends Form III-C.

* In times of the year when no ABE classes are in session, coordinators and directors should have forms and resource personnel lists/files available. Also, step E will be done by the director or coordinator.

Form III-A

LETTER OF ACKNOWLEDGEMENT

_____
_____
_____
_____
PHONE # _____
DATE _____

mail-in ____
phone ____

_____
_____
_____
_____

Dear Community Resource Staff Member:

Thank you for agreeing to become a part of adult basic education for the elderly of Tennessee. We are thankful that you are accepting the responsibility of working with our aged citizens. We were hoping you would be able to provide us with a program on (DATE) which deals with the following subject(s): _____
_____

If you will be able to help us in any way, please contact us at the above telephone number by (DATE). Also, if the date is not convenient, we may be able to re-schedule. We look forward to hearing from you.

Sincerely,

_____

Form III-B

DEVELOPMENT OF SCHEDULED PROGRAM

_____
_____
_____
PHONE # _____
DATE _____

_____
_____
_____
_____

mail-in ____
phone ____

Dear Community Resource Staff Member:

This form is for the development of your scheduled program at ____(SITE)_____ _____ on ____(DATE)_____. The purpose of this letter is to give you an idea of the setting in which you will be working.

1. Your topic(s) will concern the following:_____
_____

2. Our exact location (address, building, room number, etc.):_____
_____

3. Time schedule or limitations:_____

4. General audience limitations and description (handicaps, average age of audience, sex ratio of audience, etc.):_____

5. Facility limitations, environment, and provided equipment (seating area, lighting, electrical outlets, accustics, audio/visual aids available, etc.)
_____
_____

6. Any unique circumstances (majority religious affiliations, safety precautions, particular fears and concerns of audience members, etc.) _____
_____
_____

Thank you very much and we certainly look forward to your program. If you have any questions or concerns, please call.

Thank you,

_____

Form III-C

LETTER OF CONFIRMATION

_____
_____
_____
_____
PHONE #_____
DATE _____

_____
_____
_____
_____

Dear Community Resource Staff Member:

Thank you very much for scheduling a program for us at _____ on the subject of _____. We are certain that your program will be beneficial to our older students in adult education. Should any problem arise regarding the scheduled program, please contact us by this date: _____.

Thank you,

_____

Form IV

PROGRAM EVALUATION

LOCATION _____
DATE _____
SPEAKER/PRESENTOR _____
TOPIC _____

Dear Audience Member:

We hope you enjoyed today's program and we would be grateful if you would complete the following evaluation. Thank you for your attentiveness and participation.

1. Your sex: ___ Male ___ Female

2. Your age: ___

3. Did you enjoy this program? ___ Yes ___ No

4. Would you be interested in learning more about the subject matter presented today? ___ Yes ___ No

5. What related topics would you like to learn about due to seeing this program?
_____
_____

6. What questions would you have liked to ask the Speaker/Presentor? _____
_____
_____

7. How do you feel about the Speaker/Presentor? ___ Interesting ___ Undecided
___ Not interesting

Form V

PRESENTOR/SPEAKER PROFILE AND HISTORY

*Preferably Instructor Administered
Via Direct Communication

TOPIC OF PROGRAM: _____
DATE: _____

CHARACTERISTICS of PRESENTOR/SPEAKER

1. Sex: Male ___ Female ___

2. Age Group: Under 18 ___ 18-25 ___ 26-45 ___ 36-50 ___ 51-65 ___ 65+ ___

3. Employed By:

Private Sector	___
Government Agency	___
Non-Profit Organization	___

4. Educational Background:

High School or Less	___
Trade/Vocational Training, Certification, etc.	___
Some College	___
B.S./B.A.	___
M.S./M.A.	___
Medical Field License	___
PhD.	___

5. Motivation:

Public Service	___
Recruitment - requesting public support, need of volunteers or donations, promoting awareness for legislative purposes, etc.	___
Employment Requirement	___
Other (please list) _____	___

6. Number of times Presentor/Speaker has been to this facility for the purpose of presenting program: ___

7. Number of times Presentor/Speaker does similar programs per year: ___

Section II: Development of Vertical Files at ABE Sites

At ABE sites there should be kept a vertical file of information that is of concern to the elderly. The information within the file would be on topics such as:

* agencies of service to citizens - - government, special interest, social service, etc.
* topics of health concerns
* topics of economic concerns
* general interest items such as "How to..." information, instructions for crafts, information on particular people, places, events, etc.

The information in the files should be alphabetized, cross referenced, and a master list of topics should be posted on or near the file. The information could be in several forms. Some of these forms are:

* pamphlets provided by agencies and organizations
* photocopied pieces of literature or information from magazines, newspapers, and books
* names of community resource persons, the topics of their expertise, the program they presented (if any), and information they gave at their presentations (if any)
* bibliographical entries of periodicals and books pertaining to a topic

A. Obtain a list of topics of interest to the elderly. This can be done by polling (see Form XX) and asking site students to bring in pamphlets, articles, etc., that are of interest to them. Catagorize the information into a Master List such as example Form VI.

B. When information is obtained, file in folders or envelopes, and then file in alphabetical order. Try to cross-refer all entries if possible. See Form VII, Community Resource Personnel, for an example of the cross-referring of "Dancing". Items are cross-referred by putting related topics at the top right of the page after "see also".

Because community resource personnel are so important to programs for the elderly, be sure to put a form into the vertical file for each resource person from the community resource list. Example Form VII, Community Resource Personnel, is a listing for a person on the list who has not yet done a program for an ABE class.

C. Example Form VIII, also Community Resource Personnel, is a listing for a person who has done a program. This form also gives some information about the program presented.

Constantly update the vertical file. Periodically ask for topics of concern to the groups or classes. Also note any requests for information that might be a new topic for the file. New topics might arise on Forms I, IV, XII, and XVIII.

Form VI
EXAMPLE

MASTER LIST OF SUBJECTS IN VERTICAL FILE

AIRCRAFT and PLANES
ALCOHOL and ALCOHOLISM
ALLERGIES
AMERICAN CANCER SOCIETY
AMERICAN HEART ASSOCIATION
AMERICAN RED CROSS
AT&T SPECIAL NEEDS CENTER
BANKING and MONEY
BREAST EXAMS and SURGERY
BONE AILMENTS
CANNING and PRESERVING
CAMPING
CANCER
CHIROPRACTICE and BACK PAIN
CONVALESCENT SUPPLIES
DANCING
DEPRESSION
ELECTRICITY
EPILEPSY FOUNDATION OF AMERICA
FIRST AID and CPR
FOOT CARE
FURNITURE
GARDENING
HEART AILMENTS
HISTORY local, state, U.S., world, ancient, etc.
HUNTING and GUNS
INDIANS, AMERICAN
INSURANCE
LAW
LIBRARIES and BOOKS
LUPUS FOUNDATION
MEDICINES and DRUGS
MENTAL HEALTH
NURSING and HOME HEALTH CARE AGENCIES
NURSING HOMES

continue in alphabetical order through all listings and cross-references

Form VII
EXAMPLE

COMMUNITY RESOURCE PERSONNEL

TOPIC Dancing

see also ballet, tap dancing, exercise, jazz dancing

Name Tina Tullock

Address Etowah, Tennessee

Telephone No. 263-1432

Hours to be reached Monday or Thursday afternoons, 4-7 P.M.

Willing to do program(s) on the following subject(s) or in the following area(s):

Dance routines. Program can be up to about 30 minutes in duration. Dance routines can be tap, ballet, jazz, etc.

Form VIII
EXAMPLE

COMMUNITY RESOURCE PERSONNEL

TOPIC Deafness

see also sign language, hearing, ear care

Name Julia Pearce Knox. Area Cnt. for the Deaf

Address 134 Maryville Pike, Knoxville, TN 37920

Telephone No. (615) 577-3559

Hours to be reached regular business hours

Willing to do program(s) on the following subject(s) or in the following area(s):

Deafness, sign language, services for the deaf

Date Program was Presented: April 1986

Specifics of Program: Topics covered, format of program, materials presented, materials left at site for reference or other congregates.

Mrs. Pearce covered services for the deaf, hearing impairment and aging, total communication, and the program was done in both spoken language and sign language. The following pamphlets were given: "At Your Service", "Interpreter Services for Deaf Tennesseans", "Let's Communicate" , and "Tennessee Directory of Services for the Hearing Impaired".

Willing to do additional programs? ____ Yes ____ No X Unknown

Audience Response: Very Good

Section III: Participant Involvement

Becoming involved with learning by helping others learn is an educational experience. Two projects, "Development of a Band of Peer Group Supporters", and "Procedures for Developing a Hotline Service for Older Students", are examples of ways the older learners can be of service in providing information to other citizens.

A. Development of a Band of Peer Group Researchers and Supporters

1. One way to aid the individual senior adult student in finding answers to questions concerning life issues would be to use the services of a band, or committee, that would handle individuals' questions concerning issues such as how and where to find medical services, social services, support groups, information on consumer concerns, and how to utilize the Community Resource/Vertical Files to find proper resources (personnel, pamphlets, literature, etc.) to answer questions. Use Form IX, Request for Volunteers for a Peer Group of Researchers and Supporters, to request volunteers for the committee at ABE sites.

2. After receiving enough positive responses, send Form X, Letter of Acknowledgement to Peer Group Researchers and Supporters. This form announces a called meeting of volunteers. At this meeting be prepared to discuss:

   * appropriate size of the committee
   * if there will be a need to form more than one group so there can be alternating schedules
   * the need of training sessions and how long volunteers should be trained

3. After the number and size of committees have been decided, give Form XI, Examples of Materials that Could be Used in Training Sessions, to the committee members. This form discusses the necessity of training for this task, and also gives listings of several magazine articles that could be consulted to aid in the training.

4. Form XII - Documentation Log of Peer Group Services This form is to be used to log services and information provided.

B. A "Hotline Service" for senior students in adult education can be made available to handle individuals' questions. The differences in this service and "Peer Group Supporters" are:

   * The "Hotline Service" is manned by community resource personnel.
   * The volunteers work independently .
   * The "Hotline Service" is a telephone utilizing service.

   The volunteers will act in a researching capacity for the elderly. These volunteers will be linking the individual to the community resource person or printed information from the Community Resource/Vertical Files or other sources. The topics of concern of the calling individuals will be in the nature of health concerns, social services availability information, and consumer concerns. In other words, the questions asked to the volunteers would aid the students in acquiring Life Coping Skills information.

1. Prepare a sample calendar that will be used in explaining how the "Hotline" service will be working. See sample Form XIII - Sample Calendar.

2. Form XIV - Request for "Hotline" Volunteers This form should be developed and mailed to existing community resource personnel. Suggested resource personnel would be:

   * those who have backgrounds in research, such as active or retired teachers, librarians, museum staff members, civil servants, community professionals, etc.
   * those who have access to vertical files at ABE sites, such as directors and coordinators. Along with Form XIV, mail a copy of prepared Form XIII to aid the requested individual in understanding the service.

3. After receiving enough positive responses to Form XIV, prepare a tentative calendar and send it along with Form XV - Letter of Acknowledgement, to the volunteers.

4. After making any changes in scheduling, send Form XVI - Letter of Confirmation, along with a completed calendar, to the volunteers. Form XVI will also announce a meeting of all volunteers.

5. Along with Form XVI, there should be sent Form XVII - Crucial Information for "Hotline" Workers. This is a list of seven points to be considered and discussed by the volunteers.

6. At the meeting, also present volunteers with Form XVIII - Documentation Log of Calls on "Hotline". This form is to be followed to document calls received. Particular attention should be paid to the last line of the form. This line asks if reference requests were made known to the keeper of the vertical file. By doing this, materials for new topics can be researched and added to the files.

7. After the calendar is completed and all volunteers understand their tasks, mail or present all senior adult students with Form XIX - "Hotline" Services for Senior Students.

Form IX

REQUEST FOR VOLUNTEERS FOR A

"PEER GROUP OF RESEARCHERS AND SUPPORTERS"

Dear Senior Student In ABE Class:

To better aid individuals, both outside senior students and those here at this location, we are trying to develop a group of volunteers who would act as a research group and peer support group. The tasks of this group would include:

1. Working as a team to aid individuals in finding information about their concerns - health, economic, general interest, etc.
2. Acting as a referral service to these individuals by using the Community Resource/Vertical Files to locate persons, organizations, and printed materials that might help to solve problems.
3. Be willing to spend some time training to be a successful member of a support group such as this.

Please complete and return the bottom of this form.

Thank you,

_____ I would be interested in volunteering my services and becoming a part of this project.

NAME _____

ADDRESS _____

_____

PHONE NO. _____

_____ I would not be interested in becoming a part of this project.

Form X

LETTER OF ACKNOWLEDGEMENT TO

PEER GROUP RESEARCHERS AND SUPPORTERS

_____
_____
_____
_____

_____
_____
_____
_____

Dear Senior Student:

Thank you for agreeing to become a part of our project to form a committee to aid senior students. We are planning a meeting for all volunteers and it is necessary that you attend. The location and time are as follows:

_____
_____
_____
_____

Thank You,

_____

Form XI

EXAMPLES of MATERIALS THAT COULD BE USED in TRAINING SESSIONS

Dear Senior Student:

In training to be a "Peer Group Researcher and Supporter" there are several methods of obtaining information. One major procedure would be to bring in community professionals from the area, using Community Resource/Vertical Files, such as social workers, instructors, and mental health professionals.

Another means of learning how to be a member of a support group is to find articles in periodicals and share the findings with the group. At the end of this form are some bibliographical entries of periodicals that contain information that, while perhaps not being directly related to forming a group such as ours, has usefulness for our purposes. For instance, an article geared for starting support groups in nursing homes gives us valuable information such as:

1. Peer counseling makes good use of the knowledge and skills of the elderly.
2. Senior peer counselors may fulfill the worthwhile roles of offering companionship, giving assistance with problem solving, and combating fear and loneliness.
3. Training should follow a model such as was discussed in the article: communication skills, common age-related life crises, ethics, confidentially, referrals, and a practicum.

"Capitalize on Elder Strengths," Journal of Gerontological Nursing, Vol. 11, No. 6.

Other articles which may be useful in training for this project are:

"Community Action Stirs Senior Potential." Aging, May/June 1980, pp. 10-11.

"Disabled People Make Able Volunteers." Aging, No. 350, 1985, pp. 46-47.

Gelman, D. "A Great Emptiness (Helping the Widowed)." Newsweek, 7 Nov. 1983, p. 120+.

Mooney, E.C. "Widows Who Help One Another." McCalls, March 1981, p. 49.

"The Good a Good Volunteer Can Do." Changing Times, Aug. 1983, pp. 69-71.

"Using Older Adults as Peer Counselors (Orange County California)." Aging, Jan./Feb. 1983, pp. 32-34.

Zinsser, J. "Three Cheers for Volunteers." 50 Plus, July 1984, p. 8.

Form XII

DOCUMENTATION LOG of PEER GROUP SERVICES

Date _____

1. Problem presented to Peer Group Supporters: _____

2. Solutions and Responses Researched and Presented: _____

3. Referrals Made: _____

4. Answered questions fully: ___ YES ___ NO

5. Will respond to problem: ___ BY PHONE ___ IN PERSON
   On the following DATE _____

6. Made reference request known to the keepers of the Vertical Files: ___ YES
   ___ NO

Form XIII

SAMPLE CALENDAR

"Hotline Service"

FEBRUARY

Please call the resource person listed for the day.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 J. Johnson 4:30-8 PM 555-5555	3 Fred Henry 11 AM-5 PM 555-1111	4 Bill Smith 8 AM-12 NN 555-0000	5 Sally Jones 4 PM-8 PM 555-7777	6 Dr. Lonas 9 AM-4 PM 555-4444	7
8	9 Fred Henry 11 AM-5 PM 555-1111	10 Bill Smith 8 AM-12 NN 555-0000	11 J. Johnson 4:30-8 PM 555-5555	12 Sally Jones 4 PM-8 PM 555-7777	13 Fred Henry 11 AM-5 PM 555-1111	14
15	16 Bill Smith 8 AM-12 NN 555-0000	17 Bill Smith 8 AM-12 NN 555-0000	18 J. Johnson 4:30-8 PM 555-5555	19 Dr. Lonas 9 AM-4 PM 555-4444	20 Dr. Lonas 9 AM-4 PM 555-4444	21
22	23 Fred Henry 11 AM-5 PM 555-1111	24 Dr. Lonas 9 AM-4 PM 555-4444	25 Sally Jones 4 PM-8 PM 555-7777	26 Bill Smith 8 AM-12 NN 555-0000	27 J. Johnson 4:30-8 PM 555-5555	28

Form XIV

REQUEST FOR "HOTLINE" VOLUNTEERS*

* Geared for those community resource persons that are experienced with research.

_____
_____
_____
_____

_____
_____
_____
_____

Dear Community Resource Personnel:

We in adult education are attempting to form a senior citizens' "Hotline" Service. The purpose of this service is to answer questions that the senior citizen might have concerning topics related to health, social services, consumer concerns, etc. Your task will probably be locating names, telephone numbers, and pieces of published information that will aid the older citizen. In essence, you will be a "mini referral service" and researcher.

Would you be willing to donate a few hours of your time to this project? The schedule of volunteers will be posted monthly. Please refer to the sample calendar to get an idea of what we have in mind. Please fill out the form below and return it as soon as possible.

Thank you,

_____

- -

"Hotline" Volunteers

1. Your name, address, telephone number, and present occupation:
   _____
   _____
   _____
   _____

2. Days in the month that would be most convenient for me to work:_____
   _____

3. Hours and time slots that would be the most convenient for me to work:_____
   _____

4. Maximum number of hours that I would be willing to work per month:_____
   _____

Form XV

LETTER OF ACKNOWLEDGEMENT

_____
_____
_____
_____

_____
_____
_____
_____

Dear Community Resource Personnel/"Hotline" Volunteer:

Thank you for agreeing to become a volunteer for our "Hotline" project. As per your directions, and the directions of other volunteers, we have developed a tentative calendar for the month of _____. Please check to see if these dates are suitable. Please fill in and return the bottom portion of this letter by (DATE). Feel free to call me at the above telephone number if so necessary.

Thank you,

_____

Your name and address:

_____
_____
_____
_____
Phone no. _____

Mail to:

_____
_____
_____
_____

1. I am still interested in becoming a "Hotline" volunteer: ___ Yes ___ No

2. I find the dates and times of the calendar suitable: ___ Yes ___ No

3. Please make the following changes in the schedule: _____
_____
_____

Form XVI

LETTER OF CONFIRMATION

_____
_____
_____
_____

_____
_____
_____
_____

Dear "Hotline" Volunteer:

We are pleased to announce that our "Hotline" Service for the month of _____ is set. Please find enclosed a completed calendar for that month. We are planning a meeting of all volunteers on _____. Below is the location and time of the scheduled meeting. Please attend if possible, and also be reading the enclosed page of suggestions and thinking of any questions that you would like to ask at the meeting. If necessary, we might be able to arrange for additional meetings.

Thank you,

_____

"HOTLINE" VOLUNTEER MEETING

DATE _____

PLACE _____
_____
_____
_____

TIME _____

Form XVII

CRUCIAL INFORMATION FOR "HOTLINE" WORKERS

Below are a few suggestions to keep in mind as you volunteer your services.

1. Do not handle medical or other emergencies. Obtain name and address of the caller and ask if they would like for you to call an ambulance, the fire department, gas company, etc.

2. Keep in mind that this is not a crises intervention service. Do not attempt to handle emergencies yourself that are those such as a caller attempting suicide. Obtain name and address if possible and contact the proper agencies or authorities.

3. Do not make medical diagnoses over the telephone. Make referrals and tell the caller where to locate information.

4. Do not be affraid to say, "I don't know." Be willing to do research and do not bluff.

5. Do not be judgemental of callers in any way. You are a helping person.

6. Be nice, polite, and relish in the fact that you are doing a worthwhile service.

7. If an emergency in your scheduling arises, please contact your supervisor as soon as possible.

Form XVIII

DOCUMENTATION LOG OF CALLS ON "HOTLINE"

Date _____

Worker _____

Time of Call _____

Name of Caller (if known) _____
address _____
telephone # _____

Information Requested: _____

_____

_____

Response Given: _____

_____

_____

Referred Caller To: _____

_____

_____

Answered questions fully, satisified caller: ____ (please ✓)

Will return call as soon as the following research can be done: _____

_____

_____

Caller will call back: Date _____ Time _____

Worker will return call: Phone # _____ Date _____

Time _____

Made reference request known to the keeper of the Vertical File: ____ (please ✓)

Form XIX
Example

"HOTLINE" SERVICES FOR SENIOR STUDENTS

Dear Senior Student:

As a service to our older students in adult education, we now offer a "Hotline" Service. This service is provided by the following volunteers who work, or have worked in the following areas:

Name	Occupation or Speciality
Jane Johnson	Librarian - - Smithville Public Library
Fred Henry	Retired Director of Smithville City Works
Bill Smith	Adult Education Instructor
Sally Jones	Site Supervisor at Smithville Senior Citizens
Dr. Mary Lonas	Retired Prof. of English, Smithville College

These people are "specialists" when it comes to finding answers to questions that concern older citizens. If you need assistance, please refer to the calendar on the next page. On the given day that you need assistance, the person listed will help you if you call the number given between the times given. Please call only that person and only during the times given.

Thank you,

_____
_____
_____

SECTION IV SURVEY, SURVEY RESULTS, AND PRIORITY LISTS

Form XX - Survey of Topics of Interest to Older Citizens

The survey form shown on the following pages is a copy of the survey administered to 84 senior citizens in McMinn, Monroe, and Bradley Counties, during the 1985-86 school year. There were 35 confined (nursing home residing) and 49 independent individuals questioned.

The majority of the questionnaires were marked by the surveyor due to the infirmities of the senior citizens -- poor eyesight, illiteracy, no use of hands, etc. Surveyor bias was kept at a minimum by reading the topics in a manner that did not reflect personal interest.

By administering a survey such as this, the instructors of adult education can gain an idea of the types of topics of interest, or of little interest, to older learners. Lesson plans can be made that almost guarantee success at being suitable.

Form XXI - Survey Results

Form XXI is a seven page breakdown of the above survey's results. Each topic is listed with the number of positive interest responses. Categories are: confined males, confined females, total number confined, independent males, independent females, and total number independent responding. The raw score, and the percentage the raw score is of the total, are given for each topic.

Location _____

Date _____

Age _____

Sex _____

Form XX

SURVEY OF TOPICS OF INTEREST TO OLDER CITIZENS

Dear Senior Citizen:

We are compiling a list of topics of interest to the older citizen. Below are topics that are easy to prepare programs around. These programs might be given by a speaker or presentor, through the use of films or tapes, or by a review of printed materials. **Please check how you would feel about attending a program concerning the following:**

	Interested	Not Interested	Undecided
AIRCRAFT and PLANES	____	____	____
ANTIQUES and COLLECTABLES	____	____	____
APPLIANCES such as for kitchen	____	____	____
use of modern appl.	____	____	____
repair of small appl.	____	____	____
ARCHAEOLOGY	____	____	____
ARMED SERVICES history of,etc.	____	____	____
ART display of	____	____	____
history of	____	____	____
BANKING and MONEY	____	____	____
BEEKEEPING	____	____	____
CANNING and PRESERVING	____	____	____
CAREERS FOR LATER LIFE	____	____	____
CHEMICALS uses and dangers	____	____	____
CLOTHING and ALTERATIONS	____	____	____
COMPUTERS	____	____	____
COOKING for one	____	____	____
for better health	____	____	____
microwave oven	____	____	____
ELECTRICITY	____	____	____
ENERGY	____	____	____

	Interested	Not Interested	Undecided
EXPLORERS famous			
FOREIGN COUNTRIES			
FOREIGN LANGUAGES			
FURNITURE care of			
reupholstery as hobby			
cleaning of			
GARDENING flowers			
herbs			
lawn care			
vegetable and fruit			
GOVERNMENT SERVICES			
HAIR and SKIN CARE			
HISTORY local			
state			
U.S.A.			
world			
ancient			
HOLIDAYS			
HOME IMPROVEMENT general			
bricklaying			
carpentry			
interior decor.			
painting			
pest control			
wall papering			
INDIANS, AMERICAN			
INSURANCE			
KNIVES shows and collecting			
LAW			
LIBRARIES and BOOKS			
MUSIC history of			
instruction in			
performances			
NATURE STUDIES animals			
birds			
Earth surfaces			
ecology			
natural disasters			
pollution			
weather			
NEWSPAPERS and JOURNALISM			
PARKS state and national			
PETS AND THEIR CARE			
PHOTOGRAPHY displays			
history of			

	Interested	Not Interested	Undecided
PHOTOGRAPHY CONT. instructions for	____	____	____
PLANETS and SPACE	____	____	____
POLICE and CRIME PREVENTION	____	____	____
self-defense	____	____	____
home security systems	____	____	____
READING, LEARNING TO READ	____	____	____
RADIO history of the radio	____	____	____
special -- citizens band, short wave, etc.	____	____	____
SCIENCE	____	____	____
STORYTELLING	____	____	____
TAX INFORMATION	____	____	____
TRAVEL local, state, U.S., foreign	____	____	____
cruises	____	____	____
air travel	____	____	____
bus travel	____	____	____
Rec. Vehicles	____	____	____
VOLUNTEER ACTIVITIES FOR SENIORS	____	____	____
WRITING, CREATIVE etc.	____	____	____

Below are special interest foundations and associations that often provide speakers, presentors, literature, or films to interested groups. Please check how you would feel about attending programs provided by chapters of these organizations:

	Interested	Not Interested	Undecided
American Assoc. of the Blind	____	____	____
American Cancer Society	____	____	____
American Diabetes Assoc.	____	____	____
American Heart Assoc.	____	____	____
American Lung Assoc.	____	____	____
American Red Cross	____	____	____
Arthritis Foundation	____	____	____
Area Centers for the Deaf	____	____	____
AT&T National Special Needs Center	____	____	____
Epilepsy Foundations of America	____	____	____
Lupus Foundation	____	____	____

	Interested	Not Interested	Undecided
National Amputation Foundation	____	____	____
Nat. Assoc. of the Physically Handicapped, Inc.	____	____	____
P.R.I.D.E. (concerns clothing problems of the elderly and disabled)	____	____	____
United Ostomy Foundation	____	____	____
National Kidney Foundation	____	____	____
National Assoc. for Hearing and Speech Action	____	____	____

Below are topics that are often health concerns. Please check how you would feel about a program concerning:

	Interested	Not Interested	Undecided
ALCOHOL and ALCOHOLISM	____	____	____
ALLERGIES	____	____	____
ARTHRITIS	____	____	____
BREAST EXAMS and SURGERY	____	____	____
BONE AILMENTS	____	____	____
CANCER	____	____	____
CHIROPRACTICE and BACK PAIN	____	____	____
CONVALESCENT SUPPLIES	____	____	____
DENTISTRY care of teeth and gums	____	____	____
DENTURES and DENTURE CARE	____	____	____
DEPRESSION	____	____	____
EAR CARE and HEARING	____	____	____
EMERGENCY MEDICAL CARE	____	____	____
EYE CARE and GLASSES	____	____	____
FIRST AID and CPR	____	____	____
FOOT CARE	____	____	____
HEART AILMENTS	____	____	____
MEDICINES and DRUGS	____	____	____
MENAPAUSE and GYNECOLOGY	____	____	____
MENTAL HEALTH	____	____	____
NURSING and HOME HEALTH CARE	____	____	____

		Interested	Not Interested	Undecided
NURSING HOMES		____	____	____
NUTRITION and DIET		____	____	____
PHYSICAL EDUCATION		____	____	____
PROSTATE PROBLEMS		____	____	____
SKIN DISORDERS		____	____	____
SLEEP DISORDERS		____	____	____
STOMACH DISORDERS	general	____	____	____
	digestion	____	____	____
	elimination	____	____	____

Below are several arts and crafts activities. Please check how you would feel about doing, watching, or seeing the finished works of the following activities.

	Interested	Not Interested	Undecided
ART instruction	____	____	____
framing	____	____	____
BASKET MAKING	____	____	____
CROCHETING	____	____	____
EMBROIDERY	____	____	____
HANDCRAFTS general	____	____	____
JEWELRY MAKING	____	____	____
KNITTING	____	____	____
LEATHERCRAFTS	____	____	____
METAL CRAFTS	____	____	____
PAINTING	____	____	____
PHOTOGRAPHY	____	____	____
POTTERY MAKING	____	____	____
QUILTING	____	____	____
RUG MAKING	____	____	____
WATERCOLORS	____	____	____
WEAVING	____	____	____
WOODCARVING	____	____	____
CEREMICS	____	____	____

Below are several sports and leisure activities. Please check how you would feel about either doing or watching the following activities:

	Interested	Not Interested	Undecided
ARCHERY	____	____	____
POOL/BILLIARDS	____	____	____
BOWLING	____	____	____
BRIDGE/OTHER CARD GAMES	____	____	____
CHECKERS	____	____	____
CHESS	____	____	____
CROQUET	____	____	____
DANCING	____	____	____
DARTS	____	____	____
DOMINOES	____	____	____
HORSE SHOES	____	____	____
HUNTING and GUN INFORMATION	____	____	____
PING-PONG	____	____	____
SHUFFLEBOARD	____	____	____
SOFTBALL	____	____	____
JOGGING/RUNNING	____	____	____
WALKING	____	____	____
SWIMMING	____	____	____
CONDITIONING EXERCISE	____	____	____
CAMPING	____	____	____
FISHING	____	____	____
SPORTS and EXERCISE EQUIPMENT	____	____	____
SPORTS and EXERCISE CLOTHING	____	____	____

Below are "pastimes" that many people enjoy. Please check how you feel about:

	Interested	Not Interested	Undecided
READING FOR PLEASURE	____	____	____
COLLECTING STAMPS	____	____	____
WATCHING MOVIES	____	____	____
LISTENING TO RECORDINGS	____	____	____
WORKING CROSS-WORD PUZZLES	____	____	____
WORKING PICTURE PUZZLES	____	____	____

	Interested	Not Interested	Undecided
COLLECTING ROCKS	_____	_____	_____
TAKING NATURE WALKS, EXPLORING CAVES, ETC.	_____	_____	_____
READING NON-LOCAL NEWSPAPERS	_____	_____	_____
COLLECTING DOLLS OR TOYS	_____	_____	_____
COIN COLLECTING	_____	_____	_____
MAKING MODEL CARS, AIRPLANES, ETC.	_____	_____	_____
BOTTLE COLLECTING	_____	_____	_____

Form XXI

SURVEY RESULTS

RESPONDANTS WHO ANSWERED POSITIVELY
AS TO BEING INTERESTED IN THE TOPIC

TOPIC	CONFINED						INDEPENDENT					
	MALES N=10		FEMALES N=25		TOTAL N=35		MALES N=7		FEMALES N=42		TOTAL N=49	
	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%
AIRCRAFT and PLANES	7	70%	6	24%	13	37%	3	43%	8	19%	11	22%
ANTIQUES and COLLECTABLES	7	70	16	64	23	66	3	43	18	43	21	43
APPLIANCES as for kitchen	1	10	2	8	3	9	3	43	17	40	20	41
use of modern	0	0	3	12	3	9	1	14	9	21	10	20
repair of small	2	20	2	8	4	11	1	14	13	31	14	29
ARCHAEOLOGY	4	40	7	28	11	31	2	29	3	7	5	10
ARMED SERVICES history etc	7	70	4	16	11	31	2	29	4	10	6	12
ART display of	6	60	8	32	14	40	2	29	7	17	9	18
history of	5	50	16	64	21	60	2	29	4	10	6	12
BANKING and MONEY	3	30	16	64	19	57	5	71	19	45	24	49
BEEKEEPING	4	40	6	24	10	29	2	29	6	14	8	16
CANNING and PRESERVING	2	20	14	56	16	46	4	57	20	48	24	49
CAREERS FOR LATER LIFE	6	60	11	44	17	49	1	14	18	43	19	39
CHEMICALS uses and dangers	5	50	3	12	8	23	1	14	3	7	4	8
CLOTHING and ALTERATIONS	4	40	19	76	23	66	2	29	24	57	26	53
COMPUTERS	2	20	1	4	3	9	2	29	6	14	8	16
COOKING for one	5	50	10	40	15	43	5	71	21	50	26	53
for better health	5	50	10	40	15	43	3	43	15	36	18	37
microwave oven	5	50	6	24	11	31	3	43	14	33	17	35
ELECTRICITY	6	60	6	24	12	34	5	71	15	36	20	41
ENERGY	8	80	4	16	12	34	3	43	9	21	12	24
EXPLORERS famous	8	80	14	56	22	63	3	43	5	12	8	16
FOREIGN COUNTRIES	4	40	14	56	18	51	2	29	6	14	8	16
FOREIGN LANGUAGES	5	50	8	32	13	37	1	14	5	12	6	12
FURNITURE care of	3	30	4	16	7	20	2	29	15	36	17	35
reupholstery...	2	20	4	16	6	17	0	0	12	29	12	24
cleaning of	3	30	4	16	7	20	0	0	12	29	12	24
GARDENING flowers	7	70	20	80	27	77	6	86	31	74	37	76
herbs	8	80	19	76	27	77	2	29	17	40	19	39
lawn care	8	80	19	76	27	77	2	29	18	43	20	41
veg. and fruit	8	80	19	76	27	77	4	57	23	55	27	55
GOVERNMENT SERVICES	7	70	17	68	24	69	1	14	12	29	13	27
HAIR and SKIN CARE	7	70	20	80	27	77	2	29	23	55	25	51
HISTORY local	8	80	12	48	20	57	2	29	11	26	13	27
state	7	70	12	48	19	54	1	14	7	17	8	16
U.S.A.	7	70	11	44	18	51	1	14	7	17	8	16
world	7	70	11	44	18	51	1	14	6	14	7	14
ancient	7	70	10	40	17	49	2	29	3	7	5	10
HOLIDAYS	8	80	17	68	25	71	3	43	8	19	11	22

TOPIC	CONFINED MALES N=10		CONFINED FEMALES N=25		CONFINED TOTAL N=35		INDEPENDENT MALES N=7		INDEPENDENT FEMALES N=42		INDEPENDENT TOTAL N=49	
	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%
HOME IMPROVEMENT general	1	10%	3	12%	4	11%	2	29%	13	31%	15	31%
bricklaying	0	0	2	8	2	6	1	14	6	14	7	14
carpentry	1	10	2	8	3	9	1	14	10	24	11	22
interior dec.	0	0	3	12	3	9	2	29	14	33	16	33
painting	2	20	3	12	5	14	2	29	10	24	12	24
pest control	1	10	2	8	3	9	0	0	17	40	17	35
wall papering	1	10	2	8	3	9	0	0	10	24	10	200
INDIANS, AMERICAN	7	70	14	56	21	60	2	29	12	29	14	29
INSURANCE	3	30	8	32	11	31	1	14	15	36	16	33
KNIVES shows and collect.	6	60	4	16	10	29	2	29	5	12	7	14
LAW	7	70	7	28	14	40	2	29	9	21	11	22
LIBRARIES and BOOKS	3	30	13	52	16	46	2	29	12	29	14	29
MUSIC history of	6	60	14	56	20	57	2	29	6	14	8	16
instruction in	7	70	13	52	20	57	0	0	5	12	5	10
performances	6	60	18	72	24	69	1	14	7	17	8	16
NATURE STUDIES animals	8	80	20	80	28	80	4	57	19	45	23	47
birds	8	80	20	80	28	80	2	29	15	36	17	35
Earth surfaces	8	80	17	68	25	71	1	14	11	26	12	24
ecology	7	70	17	68	24	69	1	14	11	26	12	24
natural dis.	8	80	18	72	26	74	1	14	13	31	14	29
pollution	7	70	19	76	26	74	1	14	14	33	15	31
weather	6	60	21	84	27	77	2	29	18	43	20	41
NEWSPAPERS and JOURNALISM	5	50	12	48	17	49	2	29	10	24	12	24
PARKS state and national	8	80	15	60	23	66	1	14	20	48	21	43
PETS AND THEIR CARE	2	20	9	36	11	31	2	29	13	31	15	31
PHOTOGRAPHY displays	4	40	14	56	18	51	3	43	3	7	6	12
history of	3	30	13	52	16	46	1	14	4	10	5	10
inst. for	3	30	12	48	15	43	1	14	4	10	5	10
PLANETS and SPACE	5	50	6	24	11	31	1	14	4	10	5	10
POLICE and CRIME PREVENT.	8	80	6	24	14	40	4	57	23	55	27	55
self defense	9	90	6	24	15	43	3	43	21	50	24	49
home sec. systems	4	40	3	12	7	20	2	29	17	40	19	39
READING, LEARNING TO READ	7	70	18	72	25	71	4	57	20	48	24	49
RADIO history of the radio	7	70	13	52	20	57	2	29	7	17	9	18
special radios	4	40	9	36	13	37	1	14	9	21	10	20
SCIENCE	2	20	6	24	8	23	2	29	5	12	7	14
STORYTELLING	7	70	17	68	24	69	2	29	10	24	12	24
TAX INFORMATION	2	20	3	12	5	14	1	14	11	26	12	24
TRAVEL local, state, U.S.,	6	60	14	56	20	57	3	43	17	40	20	41
foreign	4	40	11	44	15	43	2	29	11	26	13	27
cruises	4	40	10	40	14	40	1	14	12	29	13	27
air travel	4	40	9	36	13	37	2	29	12	29	14	29
bus travel	4	40	8	32	12	34	1	14	10	24	11	22
Rec. Vehicles	7	70	14	56	21	60	2	29	16	38	18	37
VOLUNTEER ACT. FOR SENIORS	5	50	8	32	13	37	0	0	3	7	3	6
WRITING, CREATIVE etc.												

TOPIC	CONFINED						INDEPENDENT					
	MALES N=10		FEMALES N=25		TOTAL N=35		MALES N=7		FEMALES N=42		TOTAL N=49	
	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%
AMER. ASSOC. of the BLIND	6	60%	16	64%	22	63%	3	43%	19	45%	22	45%
AMERICAN CANCER SOCIETY	9	90	16	64	25	71	5	71	30	71	35	71
AMERICAN DIABETES ASSOC.	8	80	13	52	21	60	3	43	24	57	27	55
AMERICAN HEART ASSOC.	9	90	16	64	25	71	6	86	26	62	32	65
AMERICAN LUNG ASSOC.	7	70	15	60	22	63	4	57	23	55	27	55
AMERICAN RED CROSS	9	90	16	64	25	71	4	57	18	43	22	45
ARTHRITIS FOUNDATION	9	90	19	76	28	80	5	71	31	74	36	73
AREA CENTER for the DEAF	7	70	15	60	22	63	2	29	18	43	20	41
AT&T NAT. SPECIAL NEEDS CT	8	80	11	44	19	54	3	43	20	48	23	47
EPILEPSY FOUND. of AMER.	6	60	12	48	18	51	3	43	18	43	21	43
LUPUS FOUNDATION	4	40	11	44	15	43	2	29	16	38	18	37
NAT. AMPUTATION FOUND.	7	70	8	32	15	43	2	29	15	36	17	35
NAT. ASSOC. of the PHYS. HANDICAPPED, INC.	9	90	15	60	24	69	1	14	20	48	21	43
P.R.I.D.E.	7	70	15	60	22	63	3	43	22	52	25	51
UNITED OSTOMY FOUNDATION	6	60	8	32	14	40	2	29	11	26	13	27
NATIONAL KIDNEY FOUND.	8	80	15	60	23	66	4	57	23	55	27	55
NAT. ASSOC. for HEARING and SPEECH ACTION	9	90	14	56	23	66	3	43	24	57	27	55
ALCOHOL and ALCOHOLISM	6	60	6	24	12	34	2	29	16	38	18	37
ALLERGIES	6	60	18	72	24	69	3	43	26	62	29	59
ARTHRITIS	7	70	18	72	25	71	6	86	32	76	38	78
BREAST EXAMS and SURGERY	2	20	13	52	15	43	2	29	24	57	26	53
BONE AILMENTS	7	70	17	68	24	69	3	43	23	55	26	53
CANCER	9	90	15	60	24	69	5	71	27	64	29	59
CHIROPRACTICE/BACK PAIN	9	90	16	64	25	71	2	29	23	55	25	51
CONVALESCENT SUPPLIES	8	80	17	68	25	71	3	43	14	33	17	35
DENTISTRY	5	50	10	40	15	43	3	43	21	50	24	49
DENTURES and DENTURE CARE	8	80	11	44	19	54	5	71	23	55	28	57
DEPRESSION	7	70	19	76	26	74	2	29	25	60	27	55
EAR CARE and HEARING	9	90	19	76	28	80	4	57	26	62	30	61
EMERGENCY MEDICAL CARE	6	60	13	52	19	54	4	57	21	50	25	51
EYE CARE and GLASSES	8	80	19	76	27	77	5	71	24	57	29	59
FIRST AID and CPR	7	70	13	52	20	57	4	57	18	43	22	45
FOOT CARE	6	60	16	64	22	63	4	57	29	69	33	67
HEART AILMENTS	9	90	19	76	28	80	2	29	27	64	29	59
MEDICINES and DRUGS	9	90	15	60	24	69	2	29	22	52	24	49
MENAPAUSE and GYNECOLOGY	1	10	5	20	6	17	1	14	9	21	10	20
MENTAL HEALTH	9	90	20	80	29	83	3	43	20	48	23	47
NURSING and HOME HEALTH CR.	9	90	11	44	20	57	4	57	24	57	28	57
NURSING HOMES	10	100	18	72	28	80	3	43	19	45	22	45
NUTRITION and DIET	7	70	17	68	24	69	3	43	26	62	29	59
PHYSICAL EDUCATION	8	80	14	56	22	63	4	57	13	31	17	35
PROSTATE PROBLEMS	7	70	2	8	9	26	3	43	9	21	12	24
SKIN DISORDERS	7	70	15	60	22	63	2	29	22	52	24	49
SLEEP DISORDERS	8	80	12	48	20	57	4	57	25	60	29	59

TOPIC	CONFINED MALES N=10		CONFINED FEMALES N=25		CONFINED TOTAL N=35		INDEPENDENT MALES N=7		INDEPENDENT FEMALES N=42		INDEPENDENT TOTAL N=49	
	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%
STOMACH DISORDERS gen.	9	90%	17	68%	26	74%	3	43%	24	57%	27	55%
digestion	8	80	16	64	24	69	2	29	17	40	19	39
elimination	8	80	16	64	24	69	2	29	15	36	17	35
ART instruction	6	60	13	52	19	54	0	0	5	12	5	10
framing	6	60	14	56	20	57	0	0	9	21	9	18
BASKET MAKING	3	30	14	56	17	49	2	29	12	29	14	29
CROCHETING	0	0	12	48	12	34	1	14	26	62	27	55
EMBROIDERY	0	0	17	68	17	49	1	14	20	48	21	43
HANDCRAFTS general	7	70	18	72	25	71	1	14	18	43	19	39
JEWELRY MAKING	2	20	11	44	13	37	1	14	16	38	17	35
KNITTING	1	10	9	36	10	29	1	14	17	40	18	37
LEATHERCRAFTS	3	30	10	40	13	37	1	14	7	17	8	16
METAL CRAFTS	3	30	8	32	11	31	1	14	6	14	7	14
PAINTING	6	60	12	48	18	51	1	14	11	26	12	24
PHOTOGRAPHY	4	40	8	32	12	34	2	29	5	12	7	14
POTTERY MAKING	2	20	13	52	15	43	1	14	14	33	15	31
QUILTING	1	10	18	72	19	54	1	14	23	55	24	49
RUG MAKING	1	10	9	36	10	29	1	14	10	24	11	22
WATERCOLORS	4	40	12	48	16	46	1	14	10	24	11	22
WEAVING	2	20	8	32	10	29	1	14	9	21	10	20
WOODCARVING	4	40	11	44	15	43	1	14	8	19	9	18
CEREMICS	2	20	15	60	17	49	2	29	24	57	26	53
ARCHERY	3	30	4	16	7	20	2	29	5	12	7	14
POOL/BILLIARDS	7	70	0	0	7	20	4	57	2	5	6	12
BOWLING	7	70	9	36	16	46	1	14	5	12	6	12
BRIDGE/OTHER CARD GAMES	9	90	8	32	17	49	3	43	12	29	15	31
CHECKERS	7	70	11	44	18	51	4	57	11	26	15	31
CHESS	3	30	2	8	5	14	2	29	2	5	4	8
CROQUET	7	70	11	44	18	51	3	43	7	17	10	20
DANCING	6	60	14	56	20	57	2	29	10	24	12	24
DARTS	4	40	6	24	10	29	3	43	3	7	6	12
DOMINOES	5	50	5	20	10	29	3	43	11	26	14	29
HORSE SHOES	9	90	15	60	24	69	4	57	12	29	16	33
HUNTING and GUN INFO.	7	70	3	12	10	29	2	29	2	5	4	8
PING-PONG	4	40	6	24	10	29	2	29	4	10	6	12
SHUFFLEBOARD	8	80	8	32	16	46	2	29	8	19	10	20
SOFTBALL	6	60	6	24	12	34	3	43	7	17	10	20
JOGGING/RUNNING	1	10	1	4	2	6	1	14	7	17	8	16
WALKING	8	80	16	64	24	69	3	43	25	60	28	57
SWIMMING	5	50	6	24	11	31	2	29	14	33	16	33
CONDITIONING EXERCISE	3	30	17	68	20	29	1	14	19	45	20	41
CAMPING	6	60	13	52	19	54	1	14	15	36	16	33
FISHING	5	50	13	52	18	51	2	29	13	31	15	31
SPORTS and EXERCISE EQUIP.	3	30	10	40	13	37	1	14	7	17	8	16
SPORTS and EXERCISE CLOTH.	2	20	9	36	11	31	0	0	6	14	8	12

TOPIC	CONFINED						INDEPENDENT					
	MALES N=10		FEMALES N=25		TOTAL N=35		MALES N=7		FEMALES N=42		TOTAL N=49	
	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%	RAW	%
READING FOR PLEASURE	8	80%	20	80%	28	80%	3	43%	25	60%	28	57%
COLLECTING STAMPS	1	10	6	24	7	20	1	14	5	12	6	12
WATCHING MOVIES	8	80	16	64	24	69	2	29	21	50	23	47
LISTENING TO RECORDINGS	10	100	17	68	27	77	2	29	14	33	16	33
WORKING CROSS-WORD PUZZLES	4	40	9	36	13	37	2	29	17	40	19	39
WORKING PICTURE PUZZLES	6	60	13	52	19	54	1	14	15	36	16	33
COLLECTING ROCKS	3	30	7	28	10	29	2	29	7	17	9	18
TAKING NATURE WALKS, ETC.	9	90	16	64	25	71	3	43	15	36	18	37
READING NON-LOCAL PAPERS	7	70	7	28	14	40	1	14	16	38	17	35
COLLECTING DOLLS OR TOYS	0	0	7	28	7	20	1	14	7	17	8	16
COIN COLLECTING	5	50	5	20	10	29	2	29	6	14	8	16
MAKING MODEL CARS, ETC.	1	10	0	0	1	3	1	14	1	2	2	4
BOTTLE COLLECTING	0	0	6	24	6	17	0	0	5	12	5	10

Form XXII

PRIORITY LIST OF CONFINED SENIOR CITIZENS

Below is a listing of the twenty topics which received the most positive interest marks among the total number of confined senior citizens.

TOPIC	RAW SCORE	PERCENTAGE
MENTAL HEALTH	29	83 %
ANIMALS (NATURE STUDIES)	28	80
BIRDS (NATURE STUDIES)	28	80
ARTHRITIS FOUNDATION	28	80
EAR CARE AND HEARING	28	80
HEART AILMENTS	28	80
NURSING HOMES	28	80
READING FOR PLEASURE	28	80
FLOWERS (GARDENING)	27	77
HERBS (GARDENING)	27	77
LAWN CARE (GARDENING)	27	77
VEGETABLE AND FRUIT (GARDENING)	27	77
HAIR AND SKIN CARE	27	77
WEATHER (NATURE STUDIES)	27	77
EYE CARE AND GLASSES	27	77
LISTENING TO RECORDINGS	27	77
POLLUTION (NATURE STUDIES)	26	74
NATURAL DISASTERS (NATURE STUDIES)	26	74
DEPRESSION	26	74
GENERAL STOMACH DISORDERS	26	74

Form XXIII

PRIORITY LIST OF INDEPENDENT SENIOR CITIZENS

Below is a listing of the twenty topics which received the most positive interest marks among the total number of independent senior citizens.

TOPIC	RAW SCORE	PERCENTAGE
ARTHRITIS	38	78 %
FLOWERS (GARDENING)	37	76
ARTHRITIS FOUNDATION	36	73
AMERICAN CANCER SOCIETY	35	71
FOOT CARE	33	67
AMERICAN HEART ASSOC.	32	65
EAR CARE AND HEARING	30	61
ALLERGIES	29	59
CANCER	29	59
EYE CARE AND GLASSES	29	59
HEART AILMENTS	29	59
NUTRITION AND DIET	29	59
SLEEP DISORDERS	29	59
READING FOR PLEASURE	28	57
WALKING	28	57
NURSING AND [illegible] HEALTH CARE	28	57
DENTURE CARE	28	57
VEGETABLE AND FRUIT (GARDENING)	27	55
POLICE AND CRIME PREVENTION	27	55
AMERICAN DIABETES ASSOC.	27	55

Note: The following topics also had raw scores of 27 - - American Lung Assoc., National Kidney Foundation, Nat. Assoc. for Hearing and Speech Action, Depression, and Crocheting

ABE INSTRUCTOR ACTIVITIES

TEACHING WITH RESOURCE PERSONS AND OTHERS

By using the approach given in Section I, an ABE instructor can form a list of local persons and others who will be willing to give their time and energies to the adult education efforts. These persons are extremely valuable and can give so much information to older adult classes. By following the steps given, each instructor of education for the elderly can develop his or her own list of Community Resource Personnel.

Senior citizen groups are often interested in programs given by health related organizations and foundations. Representatives from these groups are very knowledgeable about the conditions concerned with by their groups, and often give informative speeches, film presentations, and printed materials.

To find what organizations serve an area, consult the yellow pages of a telephone directory. Also check with hospitals and public health and welfare agencies to obtain information about these groups. Many times the organization will be located in a major city, and the representatives will be responsible for certain districts.

Major organizations easily located and contacted are:

* American Cancer Society
* American Diabetes Association
* American Heart Association
* American Lung Association
* American Red Cross
* Arthritis Foundation
* Epilepsy Foundation of America
* National Kidney Foundation
* Area Centers for the Deaf (listed by city chapters)

Listings for Obtaining Printed Materials and Information

Groups similiar to the United Ostomy Association, Inc., may operate in areas as support groups for individuals who have had ostomies. If no local chapter is available from which to receive information, interested persons can write to:

United Ostomy Association, Inc.
2001 W. Beverly Blvd.
Los Angeles, CA 90057

If the senior citizens group would be interested in information that would be beneficial to amputees, write to:

National Amputation Foundation
12-45 150th Street
Whitestone, N.Y. 11357

To obtain information about telephone services and products that aid the handicapped, contact the AT&T National Special Needs Center, which is listed in the white pages of the telephone book. Currently, a package containing a 14-minute videotape (to be returned), a leader's guide, and product brochures is being sent to individuals who would like to present a program.

For information on an association that is for making the public aware of the needs of the handicapped, write:

National Association of the Physically
Handicapped, Inc.
57 Meetinghouse Road.
Merrimack, NH 03054

There is a national, charitable foundation that is dedicated to solving clothing problems of the disabled and elderly. The foundation offers information about altering clothing for the disabled and elderly, and information about resources available. Write:

P.R.I.D.E.
71 Plaza Court
Croton, CT 06340

For information on services to persons with communicative handicaps, write:

The National Association for Hearing
and Speech Action
10801 Rockville Pike
Rockville, MD 20852

For other organizations and foundations in the area of the ABE class sites, consult the "Community Bulletin" sections of local newspapers. Usually support groups and others will list meeting times, places, and the persons to contact for more information. Be sure to watch for newly formed chapters of new groups such as grief-support groups or relatively rare disease support groups.

For a change of pace in the curriculum, ask a chapter or group to hold one of its regular meetings at the senior citizens site. Encourage the senior members to ask questions and become involved in the discussions.

ABE INSTRUCTOR ACTIVITIES

TEACHING WITH GAMES and TEACHER-MADE INSTRUMENTS

Instructors in adult education who work with the elderly can use active games and their own mimeographed materials to add variety to the class. The mimeographed materials, which can be instruments of the instructor's own design, can be in the forms of games, puzzles, and other activities. Along with providing for individualization of the curriculum format, other benefits of games and teacher-made instruments are:

* There are many good active games that are relationship building games.

* The level of difficulty of the activity can be adapted to the level of the group. Instruments can be made that do not insult the older learner by making them feel as though they are doing children's activities.

* The size of the print of the materials can be altered to suit the special needs of students with visual problems.

* Teacher-made instruments can be a supplemental activity. Mixing mediums in the classes will enable the instructor to reach more students.

* Activities can be easily made for special occasions and holidays.

* Basic skills in reading, math, and writing can be reinforced with these types of activities.

* Some students might gain experience with previousley avoided activities such as working crossword puzzles.

* Thought processes of confused elderly students can be stimulated with activities that are not particularly difficult, but that require recalling general information.

On the following pages are examples of activities, written materials, and active games that have been found to work well with older learner. The following five games, Characteristic Hunt, Do You Know Your Partner?, Have You Done This?, Personal Trivia, and Questions, are good relationship building games. These are good activities to "break the ice" with your group. These games can be informative, and also encourage self-expression, reflection, and growth. These games may encourage the student to become familiar with their peers and create friendships. All are suitable for the older student, and most will be able to participate. Note suggested group sizes, and take care to see that all who wish to participate do so.

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CHARACTERISTIC HUNT

Number of Players: 15-30
Length of Time: 15-45 minutes
Materials: Paper and pencil for each person
Preparation: A list of characteristics is compiled, to be matched with the people who are playing.

They might include contact lenses, your color eyes, four children in his family, can recite John 3:16, is/was a business major, inc.

These characteristics should be unusual unless planners know they fit specific people in the group.

If desired, copies of the list may be reproduced for all players.

Object of the Game: To find people who fit each of the characteristics listed.

To Play:
Each player in the group receives a sheet of paper and pencil. Instructing the players to write the items in a column on their papers, the leader reads the list of characteristics (or the prepared copies are distributed).

Each person tries to find someone to match each characteristic on his sheet, and have it initialled by that person.

At the end of the game (a time limit may be set), the person with the most initialled characteristics wins.

Variation:
"Autograph Hunt": The players collect autographs of people whose names fit descriptions like: a famous queen, a name that rhymes with red, a biblical name, etc.

"Characteristic Hunt" helps people who do not know each other to get acquainted.

DO YOU KNOW YOUR PARTNER?

Number of Players: 5-21
Length of Time: 3-60 minutes
Materials: Paper and pencil
Playing Site: Facility where half the players may be separated so they cannot hear the other half.
Preparation: The moderator prepares a list of questions pertinent to all players. Four questions are sufficient for each round.

Sample questions: (1) What would your partner do if he were given $5,00 and had three hours to spend it? (2) If your partner was offered a banana split, a hot fudge sundae, or apple pie, which would he choose? (3) What is your partner's favorite movie?

Object of the Game: To correctly guess how one's partner will answer each question.

To Play:
Players are divided into pairs. One player serves as the moderator. One person from each pair leaves the room. The remaining players are then asked how they think their respective partners will answer each question. They answer aloud and then write each answer on paper.

The missing partners then return. Each is asked the questions previously asked of his partner. However, he answers for himself rather than his partner. A point is awarded for each response that matches how his partner said he would answer.

The other player from each couple then leaves the room, and the roles are reversed. The partnership with the most points at the end wins.

Variation:
If there are a large number of players, some can be spectators for one game (the "studio audience"), then play the next game while the original players watch.

Comments:
"Do You Know Your Partner?" can be played easily by people who hardly know each other, or those who know each other well.

Purpose or Benefit

This game helps people to get to know each other better and build closer relationships.

HAVE YOU DONE THIS?

Number of Players: 5-25
Length of Time: 15-45 minutes
Object of the Game: To make a statement about yourself that demonstrates your uniqueness among all those participating.

To Play:
Each player tries to think of a fact about himself that does not apply to any other player. When everyone is ready, each person takes a turn making his statement.

Examples could be, "I have never been to a movie," or "I have ten children."

The other players then indicate whether or not the statement is true for them. Play continues until everyone has made his statement.

Each player receives a point for each person who can also claim his statement. The person with the fewest points after one, or several games is the winner.

Purpose or Benefit

"Have You Done This?" challenges the imagination and gives players an opportunity to learn more about each other.

PERSONAL TRIVIA

Number of Players: 4-15
Length of Time: 20-90 minutes
Materials: Paper and pencils
Small bowl or bag

Object of the Game: To guess which player is described by the facts presented.

To Play:
Each player briefly writes down three facts/events/experiences from his life that he hopes are unknown to anyone else in the group. It is best to have a set time limit for the procedure (recommended: 5-10 minutes).

The papers are folded and collected in the bowl or bag.

One person reaches in for a paper and reads through the three facts twice. Either a designated leader can read it, or turns can be taken.

The player to the reader's right begins the guessing and it continues until everyone has named someone he thinks is described by the facts.

The correct person reveals himself and then has the option to elaborate on his facts.

The first person who guessed correctly picks the next paper from the bowl.

Variations:
1. Limitations on facts can be set (e.g., in high school, on vacations), or married couples may write three upbuilding facts about their spouses.

2. To prevent the players from identifying the last set of facts by elimination, all the papers are read before any guessing is done. In this case, it is best for players to number and record their choices on paper.

3. A point is scored for each correct guess, to eventually determine a winner with the highest score.

4. It may be desirable to have each player submit more than three facts/events/experiences from his life on a piece of paper.

Comments:

The game is best played among people that are at least somewhat acquainted with one another.

Players should be encouraged to elaborate on their facts orally at the appropriate times in the game.

Purpose or Benefit

"Personal Trivia" allows players to get to know each other in ways not possible in normal conversation.

QUESTIONS

Number of Players: 5-15
Length of Time: 30-60 minutes
Object of the Game: To get to know individuals in the group better by listening.

To Play:
Each person in the group gets a chance to be the "responder." The group asks the responder questions for him to answer on any subject (e.g., childhood, opinions on a subject, his likes or dislikes, etc.). The group should use creativity to think of interesting questions.

Variations:

1. Instead of going around the room and asking questions verbally to individuals, everyone prepares questions he would like to ask anyone in the room and writes them on slips of paper. These are put in a bowl which is passed around the room. Each person takes turns drawing a question and responding to it while everyone listens. When the responder has finished answering he passes the bowl to the next person.

2. Others in the group may address questions or comments to the individuals responding, either: (1) after the person has finished responding, before the next person begins, or (2) at the time of their turn (have paper and pencil available for each person to write down any comments or questions until his turn comes).

Purpose or Benefit

"Questions" exercises listening abilities. Many interesting things can be learned about those in the group.

GOLDEN OLDIES GAME

Number of Players: Any
Object of the Game: To see how many song tunes the players can remember and name.
Materials: cassette tape player, tape of 30-second clips from songs (should have over 30 different ones, and the clips should be the tune only, with no lyrics), paper, and pencil

To Play:
Make a cassette tape of short, 30-second clips from songs. For the elderly populations, hits from the 1930's, '40's, and '50's would be appropriate and fun. Play the tape through, and let the players guess the titles and performers of the songs. This game will be interesting and will stimulate conversation. Ask players if any of these songs were favorites. Also you might ask if any of these performers were seen in person.

Benefit

This game brings about socialization, and is a good recollection exercise.

Below and on the following pages are examples of some different types of teacher-made instruments. The instruments are in the forms of puzzles, quizzes, word problems, etc. Notice that:

* There is a wide range of topics covered with the instruments.

* The instruments can be made suitable for special occasions.

* While some of the material may seem very simple, it is valuable for getting confused or withdrawn individuals to participate in activities.

* The sources for information are limitless. The instructor can use information from magazines, books, dictionaries, school text books, encyclopedias, films, recordings, and general knowledge to prepare the instruments.

* The skills of reading, writing, and math can be learned or reinforced with these activities. Also, different subject matter such as history and grammer can be dealt with.

* These activities can be fun, and they are also good conversation starters.

- -

Directions:
To strengthen the retention of learners, prepare a short quiz such as the one below. Copy a small amount of factual information from an encyclopedia or other source. Present the material to the students and let them read it for a few minutes, or read it to them. Take up the papers, and pass out the quiz portion of the exercise. See how many students can answer the questions. Give prizes to the student who gets all of the answers correct. Any topic or occasion can be used.

VETERANS DAY

Veterans Day is a holiday that is observed annually in the U.S. to honor all those, living and dead, who served in the U.S. armed forces in wartime. Vetrans Day was once known as Armistice Day, which was proclaimed a day of observance in 1919 by President Wilson. The first Armistice Day was on Nov. 11, 1919, which was one year after the truce that ended WWI. Veterans Day got its present name in 1954. It is observed in most states on November 11th, but in others it is the fourth Monday of October.

VETERANS DAY----A QUIZ

1. What was Veterans Day once known as?

2. In what year was Armistice Day first observed?

3. What president declared that there should be a day of rememberance for those who served in the armed forces?

4. When do we celebrate Veterans Day?

Below is an example of an activity that calls for the students to be creative. The form for this activity can be used for any holiday or occasion.

CHRISTMAS WORD CONTEST

For each letter of the alphabet, think of a word associated with Christmas that begins with that letter. Try to fill-in all of the blanks. A title or phrase can be used if the first word begins with the letter.

1. *A* ("Away In A Manger")
2. *B* (bells)
3. *C* (carols)
4. *D* (decorations)
5. *E* (elves)
6. *F*
7. *G*
8. *H*
9. *I*
10. *J*
11. *K*
12. *L*
13. *M*
14. *N* (Noel)
15. *O* ("O' Come All Ye Faithful")
16. *P* (Prince of Peace)
17. *Q*
18. *R*
19. *S*
20. *T*
21. *U*
22. *V*
23. *W*
24. *X*
25. *Y*
26. *Z*

The following activity is used for a Valentine's Day game. This activity requires that the students use general knowledge to unscramble words using clues.

SCRAMBLED VALENTINE WORDS

1. True ERMANOC (romance)
2. A strong desire- SAPISON (passion)
3. The real thing- REUT VOLE (true love)
4. You have this when you are hurt by a love interest- NORBKE TREAH (broken heart)
5. A little guy shoots this at you- DISPUS'C ROWAR (Cupid's Arrow)
6. A popular springtime event- EJUN DEWGIND (June Wedding)
7. A sweetheart- NELVATNIE (valentine)
8. Chocolate goodies- DYNAC ISSKSE (candy kisses)

Below is an example of using a short activity that is on paper that compliments a film. This activity can be given to quiz a student's comprehension of what was seen and learned. The following puzzle can be given after showing the National Geographic film, Big Cats.

BIG CATS SCRAMBLED WORDS

1.	GERIT	T I G E R
2.	NOIL	L I O N
3.	RAJAUG	J A G U A R
4.	PADREOL	L E O P A R D
5.	TECHEAH	C H E E T A H
6.	MUPA	P U M A
7.	GAROUC	C O U G A R also called....
8.	OUTNIANM ONIL	M O U N T A I N L I O N
9.	XLNY	L Y N X
10.	TOBCAB	B O B C A T
11.	TOLOCE	O C E L O T

Below is an example of a simple writing exercise that also requires the students to be creative. This activity makes a good Valentine's Day game, and a prize can be given to the student who is judged to be the best writer.

A "SOAP STORY"

Using the list of daytime 'soaps' at the bottom of the page, write a short paragraph or story that makes some kind of sense. Use all of the titles if you can.

As the world turns, all my children constantly remind me that they are the young and the restless. One would think thay they live in another world....

"Search for "omorrow"
"Loving"
"Ryan's Hope"
"Days of Our Lives"
"Another World"
"One Life to Live"
"All My Children"
"General Hospital"
"As the World Turns"
"The Guiding Light"
"The Young and the Restless"

Below and on the following pages are some examples of crossword puzzles that can be made by the teacher that are suitable for older learners. The sources for the information can be magazine articles, encyclopedia listings, general knowledge, etc. Puzzles of these types can be made as easy or as difficult as the teacher sees fit for the group.

FOODS AND NUTRITION - CLUES

1. We get a great deal of energy from these. Good sources are breads, cereals, and fruits.

2. These are also energy sources and we do need certain amounts of these for good health. Good sources are oils, butter, and margarine.

3. These are necessary for good strong tissues and muscles. Good sources are meat, cheese, eggs, and breads.

4. Eat plenty of _____ leafy vegetables.

5. Many of us love red ____, but chicken and turkey can be more healthy and also less expensive to buy.

6. The _____ you eat can determine the way you feel.

7. Try to eat the right amounts each day from the major food _____.

8. Many doctors will tell you to cut this out, especially if you have problems with your blood pressure or with fluid retention.

9. Eat a well balanced ____.

10. Getting complex carbohydrates, such as in fruits, will give you _____ that lasts longer than if you get a "boost" from sugars and sweets.

11. Try to eat whole grain _____ instead of white.

12. Eating well is one of the steps to keeping good _____.

13. _____ products such as milk, cheese, and cottage cheese are good sources of calcium.

14. Steamed vegetables are still _____ with their vitamins.

15. If you are too heavy, your doctor will probably put you on a diet that will make you _____.

16. For good digestion, be sure to _____ your food properly.

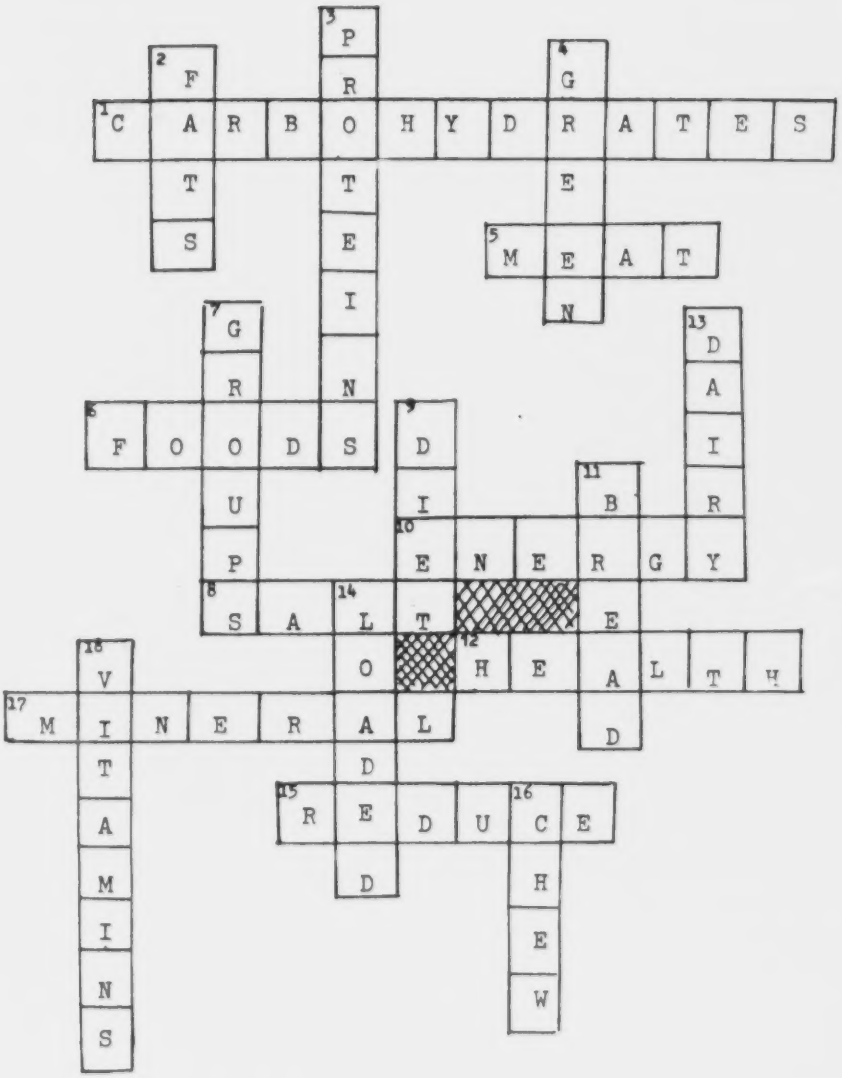
17. We really need to get enough of the _____ called iron.

18. Examples of these are B_1, C, D, K, and E.

FOODS AND NUTRITION--PUZZLE

Word List:

DAIRY
DIET
FATS
SALT
HEALTH
GREEN
CHEW
MINERAL
PROTEINS
MEAT
FOODS
CARBOHYDRATES
GROUPS
ENERGY
BREAD
LOADED
REDUCE
VITAMINS

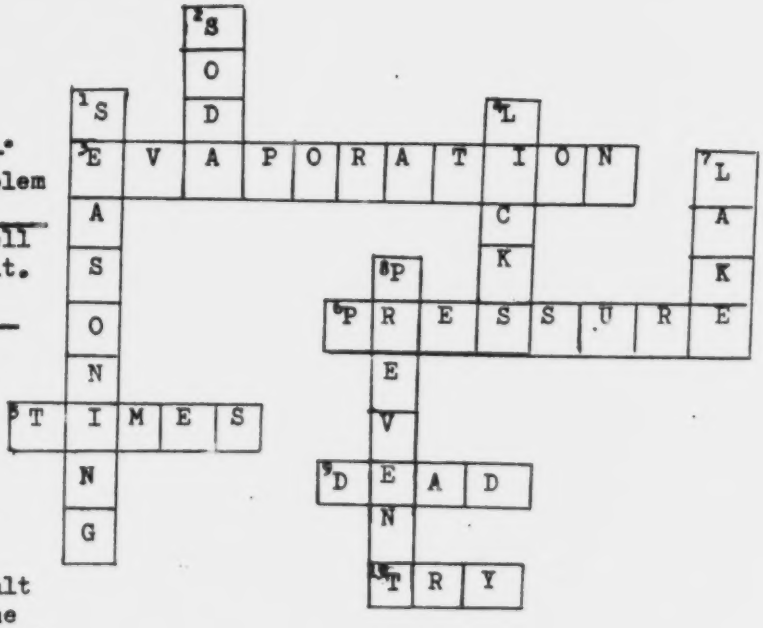

1 C A R B O H Y D R A T E S
2 F A T S
3 P R O T E I N S
4 G R E E N
5 M E A T
6 F O O D S
7 G R O U P S
8 S A L T
9 D I E T
10 E N E R G Y
11 B R E A D
12 H E A L T H
13 D A I R Y
14 L O A D E D
15 R E D U C E D
16 C H E W
17 M I N E R A L
18 V I T A M I N S

SALT CROSSWORD PUZZLE

Word List: LEMON, SUBSTITUTES, SODIUM, LABELS, DEAD, TRY, PRESSURE, LAKE, SEASONING, USES, PRESERVE, PREVENT, TIMES, LICKS, EVAPORORATION, SODA

Clues:

1. Salt is most often used as a _____ for foods.
2. An important sodium compound is baking _____.
3. The simplest method of getting salt from near oceans or seas is by the _____ of salt water.
4. Animals go to salt _____.
5. Salt has been important since prehistoric _____.
6. If you have a problem with your blood _____ your doctor may tell you to cut out salt.
7. The Great Salt ____ is 12% salt.
8. The iodides added to most table salt help to _____ goiters.
9. The _____ Sea is 8% salt.
10. There are many salt _____ on the market such as NoSalt.
11. Be sure to read the _____ on foods to see if there is salt added.
12. Learn to season foods with pepper, _____ juice, herbs and spices instead of salt.
13. Salt has more than a thousand uses.
14. In industry, salt is the main source of chlorine and _____.
15. _____ not to eat too many snacks such as potato chips because they are loaded with salt.
16. Salt is sometimes used to _____ meat.


1 S
2 S O D
3 E V A P O R A T I O N
4 L
5 T I M E S
6 P R E S S U R E
7 L A K E
8 P E V E N T
9 D E A D
10 S U B S T I T U T E S
11 L A B E L S
12 L E M O N
13 U S E S
14 S O D I U M
15 T R Y
16 P R E S E R V E

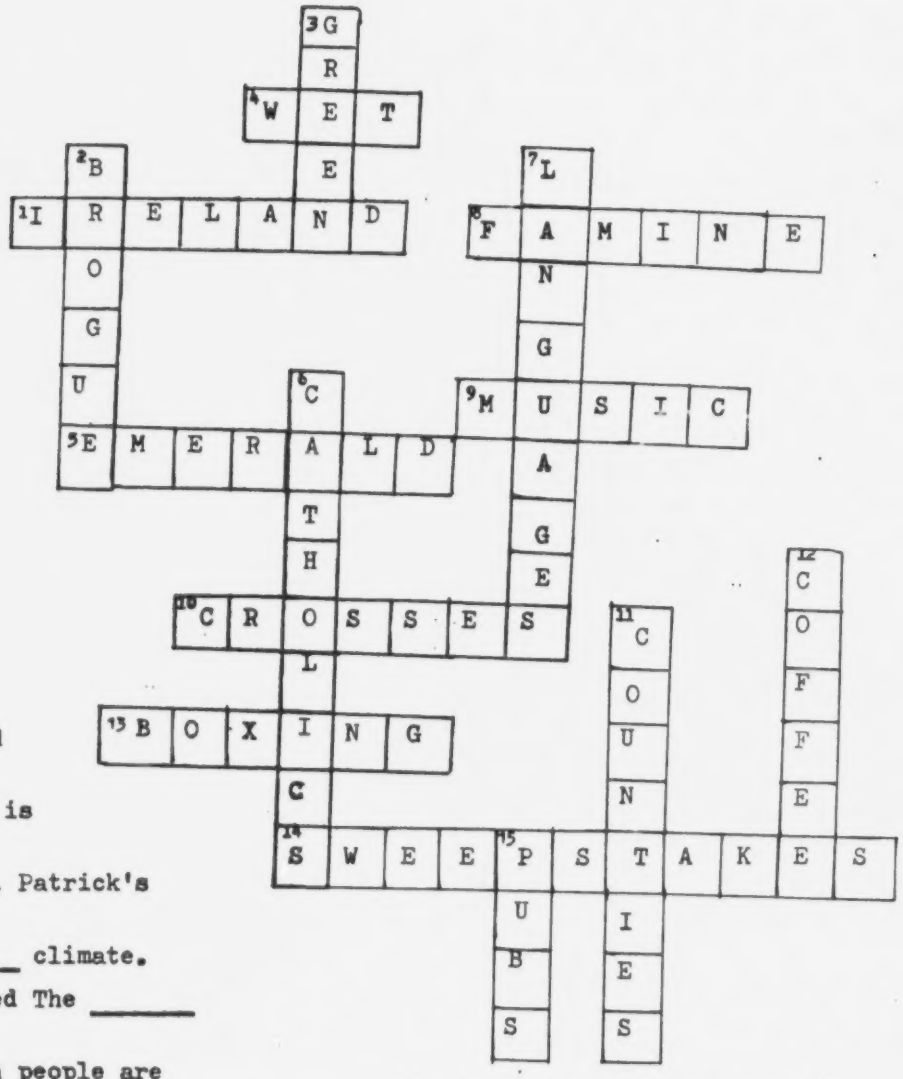
61

THE LAND OF SAINT PATRICK

CROSSWORD

Word List

BOXING
BROGUE
COFFEE
COUNTIES
CROSSES
EMERALD
FAMINE
GREEN
IRELAND
LANGUAGES
MUSIC
CATHOLICS
PUBS
WET
SWEEPSTAKES



Clues

1. Only about half as many people live in _____ today as lived there in 1845.
2. The soft Irish accent is called a _____.
3. Wear your _____ on St. Patrick's Day.
4. Ireland has a mild, ___ climate.
5. Ireland is often called The _____ Isle.
6. About 95% of the Irish people are Roman _____.
7. The official _____ of Ireland are English and Gaelic.
8. The potato _____ of the 1840's caused many of the Irish to leave their homeland.
9. Irish folk _____ is popular all over the world.
10. Celtic _____ are carved stone monuments that are found throughout the country and are very old.
11. Ireland is divided into 26 _____.
12. Irish _____ is made with coffee, Irish whiskey, brown sugar, and cream.
13. A popular sport in Ireland.
14. The Irish _____ is a lottery that is famous the world over.
15. The Irish people often gather at _____ (Public Houses) to drink stout.

A THANKSGIVING PUZZLE

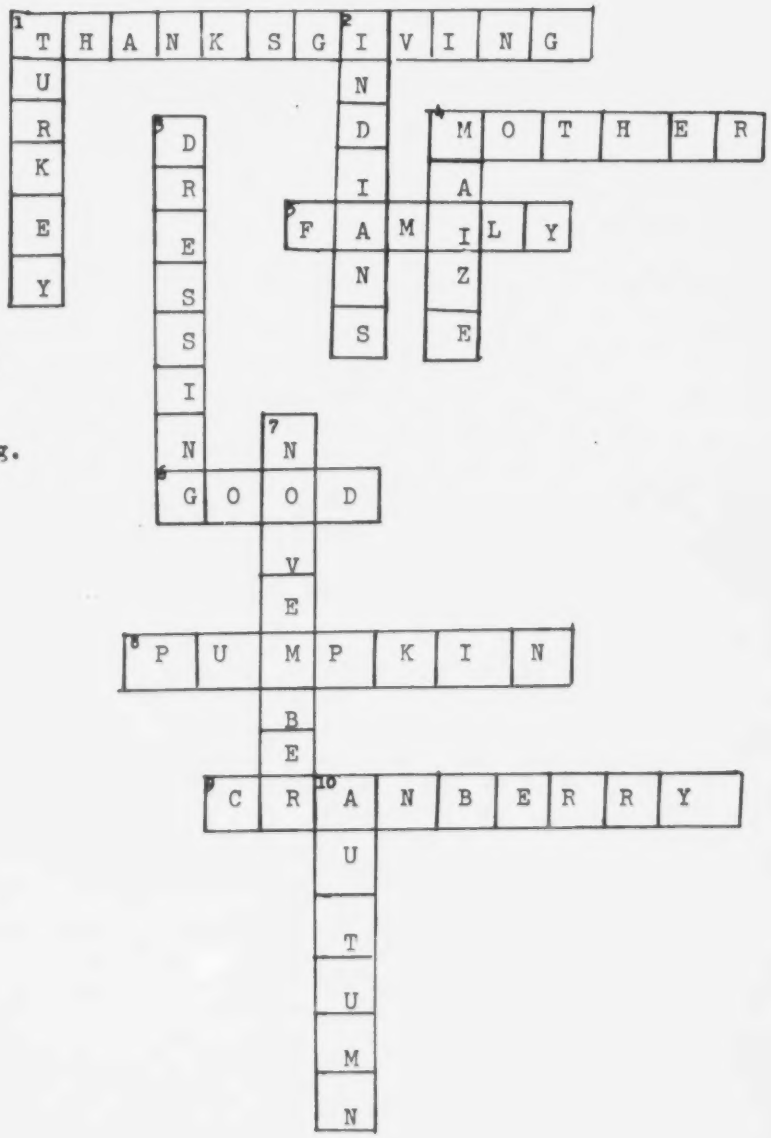
Word List: DRESSING, AUTUMN, NOVEMBER, CRANBERRY, GOOD, FAMILY, MOTHER
PUMPKIN, TURKEY, MAIZE, INDIANS, THANKSGIVING

ACROSS

1. Famous November holiday
4. Who usually cooks and cleans up?
5. The group of people that you like to see on Thanksgiving.
6. We like _____ food on Thanksgiving
8. _____ pie
9. _____ sauce

Down

1. Thanksgiving bird
2. They ate with the Pilgrims
3. Turkey and _____
4. Indian word for corn.
7. Month that has Thanksgiving.
10. A season

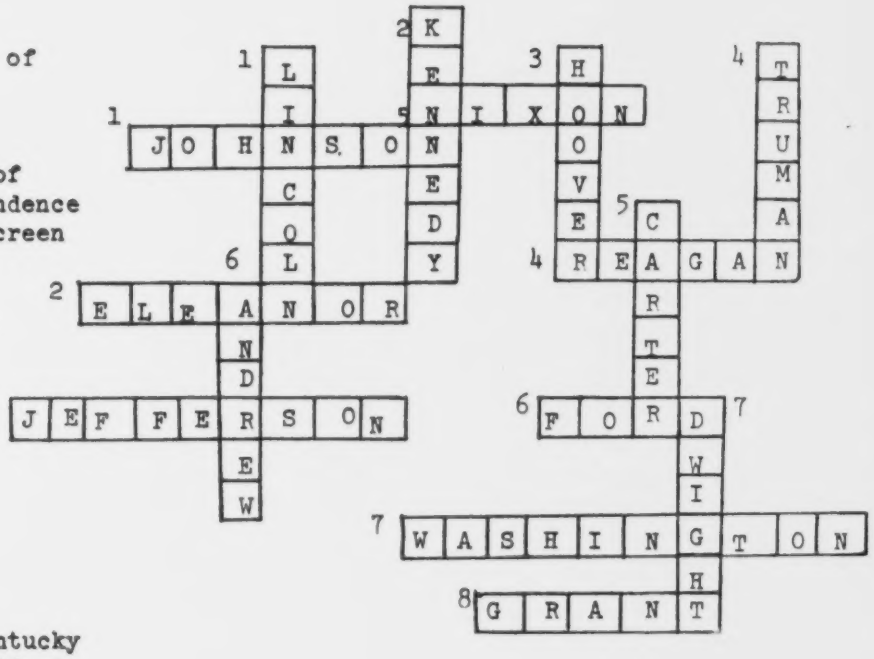


AT HOME IN THE WHITE HOUSE

Word List: ANDREW, HOOVER, JOHNSON, JEFFERSON, ELEANOR, LINCOLN, DWIGHT, KENNEDY, TRUMAN, CARTER, NIXON, REAGAN, WASHINGTON, GRANT, FORD

ACROSS

1. His wife went by the name of "Lady Bird"
2. Franklin D. Roosevelt's famous wife
3. He wrote the basic draft of the Declaration of Independence
4. He was president of the Screen Actors Guild from 1947 to 1952, and in 1959
5. He had the middle name of Milhous
6. He pardoned Nixon
7. Our first president
8. He was made commander of the Union Armies during the Civil War



DOWN

1. Born in a log cabin in Kentucky
2. First Roman Catholic president
3. He was president during much of the Great Depression
4. He authorized the first uses of the atomic bomb
5. He came from Plains, Georgia
6. From Tennessee; he was Abraham Lincoln's vice president-- _____ Johnson
7. He was the 34th president — _____ David Eisenhower

The exercise below is an example of an activity that teaches. By discussing the correct answers for the activity, the students gain new knowledge.

HOW MUCH DO YOU KNOW ABOUT FIRST AID?

Data Source:
Standard First Aid
Manual

1. In which way(s) can poisoning occur?
   a. by mouth
   b. by absorption
   c. by injection
   d. by inhalation
   e. all of the above

2. Can houseplants ever be poisonous?
   a. Yes
   b. No

3. Do stings from bees, wasps, ants, or hornets sometimes kill the victims?
   a. Yes
   b. No

4. Which is the most severe type of burn?
   a. first degree
   b. second degree
   c. third degree

5. What is the best first aid treatment for first degree burns?
   a. apply butter or salve to the burn
   b. put burned body part in cold water

6. It is a good idea to break a blister because healing will take place faster.
   a. True
   b. False

7. It is a good idea to help a fainting victim walk around for a while to help them revive.
   a. True
   b. False

8. Which body part is less likely to be frost bitten?
   a. cheeks
   b. toes
   c. fingers
   d. ears
   e. thigh
   f. nose

9. If a person has frostbite, the body part should be put in _____ water.
   a. cold
   b. warm
   c. hot

10. You should rub the frostbitten body part in order to warm it and bring back circulation.
    a. True
    b. False

11. Prolonged exposure to cold brings about which of the following?
    a. shivering
    b. numbness
    c. low body temperature
    d. drowsiness
    e. muscular weakness
    d. all of the above

Certain topic or periods of history can be discussed and reviewed with teacher-made instruments. Below are some words and phrases associated with the World War II era, which many older Americans remember well and like to discuss.

LIFE DURING WWII

Data Source:
Album of American History Vol.V

Directions: Match the words or phrases on the right to the sentences or terms on the left.

G 1. Because of gas rationing, these were often formed.

H 2. Because automobile factories converted to making war materials, these did a booming business.

A 3. These people watched for air-raids in America.

D 4. These people were relocated to detention camps.

I 5. These were often made at "converted" garment factories.

C 6. A term for some young girls.

J 7. He was president when war was declared against Japan.

E 8. Some of the things rationed during WWII.

B 9. "Jitterbugging"

F 10. A line from a famous song.

A. volunteer "spotters"

B. a popular type of dancing

C. "Bobby-soxers"

D. Japanese-Americans

E. gas, tires, and shoes

F. "Don't sit under the apple tree with anyone else but me."

G. "car pools"

H. used car lots

I. parachutes

J. Franklin D. Roosevelt

Math skills can be sharpened with teacher-made instruments such as the one below. The word problems can be made more interesting by using themes that are familiar to older learners.

MATH WORD PROBLEMS

1. Mrs. Clark needs 6 yards of material. It usually sells for $4.93 per yard. For this week only, the material is on sale for $3.97 per yard. How much money will Mrs. Clark save if she buys the material this week instead of later? $5.76

   6 x $4.93 = $29.58 6 x #3.97 = $23.82 $29.58 - $23.58 = $5.76

2. Mrs. Paul's telephone bill for the month of April was $24.62. She said that her bill for April was #3.14 less than for March, and that her March bill was $2.15 more than the February bill. How much was her telephone bill in February? $25.61

April	$24.62	March	$27.76
	+3.14		-2.15
march	$27.76	Feb.	$25.61

3. At the grocery store, a 48 ounce box of washing detergent costs $3.29. A 32 ounce box costs $1.89. By figuring the cost per ounce, which box is the better buy? the 32 oz. box at 5.91¢ per oz.

   48 ÷ 3.29 = 6.85

   32 ÷ 1.89 = 5.91

4. Mrs. Hicks has a checking account. The service charge is $5.00 per month. A bank draft that is taken from her account is $71.00 per month. Next month her service charge amount is being increased by 5%. How much should she keep in the bank next month to make sure she will not be overdrawn? At least $76.25.

$5.00	$5.00	$71.00
x.05	+.25	5.25
.25	$5.25	$76.25

5. Jane's grandaughter came to visit for a week and brought $10.00 to spend. Jane gave the child an additional $4.00. Jane and her grandaughter went to the following places and the child spent the following amounts of money:

movie	$3.75
shopping	3.29
zoo trip	5.00

   How much money did the girl have left? $1.96

$10.00	$ 3.75	$14.00
+4.00	3.29	-12.04
$14.00	5.00	$ 1.96
	$12.04	

Some older students might enjoy an exercise to test their spelling abilities and knowledge. Below is a simple exercise that can be enjoyed by all but the students who are unable to read.

IS IT I BEFORE E or E BEFORE I?

Data Source:
The American Heritage
School Dictionary

Directions: Underline the correct spelling for the word with the given definition.

1. neighbor or nieghbor - a person who lives next door to or near another.
2. receive or recieve - to get or acquire.
3. peir or pier - a platform extending from a s. .e over water.
4. peirce or pierce - to pass into or through.
5. piece or peice - something considered as a part of a larger quantity or group.
6. beleif or belief - confidence, trust, faith
7. foreign or foriegn - being outside or different from one's own country.
8. sleigh or sliegh - a light vehicle on low runners for use on snow or ice.
9. weigh or wiegh - to determine or measure.
10. heir or hier - a person who inherits or is legally entitled to inherit from another.
11. hieght or height - the elevation of something above a given level.
12. thief or theif - a person who steals, especially stealthily when the victim is not present.
13. conciet or conceit - too high an opinion of one's abilities, worth, etc.
14. conceive or concieve - 1. to form or develop in the mind; 2. to become pregnant.
15. ceiling or cieling - the inside upper surface of a room.
16. decieve or deceive - to make a person believe something that is not true.
17. yield or yeild - to give forth, produce, provide.
18. grief or greif - intense sorrow; mental anguish.
19. niece or neice - a daughter of one's brother or sister or one's spouse's brother or sister.
20. chief or cheif - a person with the highest rank or authority; a leader.

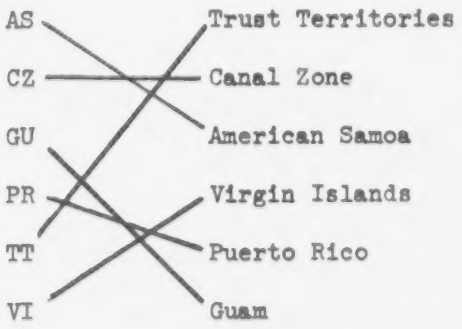
The activity below requires that the students test their knowledge of national geography. The students must recall the names of states for the given abbreviations. If the teacher chooses, a more simple activity can be made by making this a "matching" activity.

ZIP THROUGH THIS ACTIVITY!

A few years ago it became popular to use 2-letter abbreviations for the names of the states. Below are the 50 states' abbreviations, plus the one for the District of Columbia. Fill in the names of the states in the blanks by the abbreviations.

AL (Alabama)
AK (Alaska)
AZ (Arizona)
AR _____
CA _____
CO _____
CT _____
DE _____
FL _____
GA _____
HI _____
ID _____
IL _____
IN _____
IA _____
KS _____
KY _____
LA _____
ME _____
MD _____
MA _____
MI _____
MN _____
MS _____
MO _____
MT _____
NE _____
NV _____
NH _____
NJ _____
NM _____
NY _____
NC _____
ND _____
OH _____
OK _____
OR _____
PA _____
RI _____
SC _____
SD _____
TN _____
TX _____
UT _____
VT _____
VA _____
WA _____
WV _____
WI _____
WY _____

Now, can you match the following?



The following activity is another exercise to use in the area of national geography. This activity is easier than the preceding activity because the students will be able to use the process of elimination within the small groups.

DO YOU KNOW YOUR STATE CAPITALS?

Below on the left are five groups of ten states of the United States. On the right are state capitals. Match the states to their capitals. You will not have to go out of the group of ten to find the correct capital.

3	Alabama	1	Sacramento
4	Alaska	2	Hartford
8	Arizona	3	Montgomery
5	Arkansas	4	Juneau
1	California	5	Little Rock
10	Colorado	6	Tallahassee
2	Connecticut	7	Atlanta
9	Delaware	8	Phoenix
6	Florida	9	Dover
7	Georgia	10	Denver
14	Hawaii	11	Augusta
15	Iowa	12	Baton Rouge
18	Idaho	13	Topeka
20	Illinois	14	Honolulu
17	Indiana	15	Des Moines
13	Kansas	16	Annapolis
19	Kentucky	17	Indianapolis
12	Louisiana	18	Boise
11	Maine	19	Frankfort
16	Maryland	20	Springfield
26	Massachusetts	21	St. Paul
28	Michigan	22	Jefferson City
21	Minnesota	23	Bismark
29	Mississippi	24	Lincoln
22	Missouri	25	Raleigh
27	Montana	26	Boston
24	Nebraska	27	Helena
30	Nevada	28	Lansing
25	North Carolina	29	Jackson
23	North Dakota	30	Carson City

(Complete exercise with the remaining 20 states.)

If a teacher wishes to build lessons around correct grammer usage, activities such as the following can be used.

DO YOU HAVE COLLOQUIALITIS?

Colloquial terms are expressions that are not standard English, and are sometimes grammatically incorrect. Below are sentences that contain colloquial terms or phrases. Underline the colloquial term or phrase and try to think of a standard term that can be substituted.

1. No one outside of Mary came on time. (except)
2. The car is in back of the house. (behind)
3. He came home about noon. (at)
4. Mike blamed it on Sue. (blamed)
5. Mother said to try and be home by 4 o'clock. (try to)
6. Bob said he would repair my car inside of 24 hours. (within)
7. Jack explained the punch line to me, but I still didn't get it. (understand it)
8. Mrs. Jones wanted a new couch in the worst way. (very much)
9. I read in the newspaper where Bill and Betty are engaged. (that)
10. I would of helped if I had known you needed an extra person to serve. (would have)

VERB VOGUE

Below are two groups of three sentences. Above each group is a verb. Fill in the form of that verb for each sentence to make the sentence correct.

Example:

Verb: tear

1. Jane will tear her blouse if she is not careful.
2. Same tore a hole in his pants.
3. Jack has torn all of his coats for the past eight years.

Verb: steal

1. I hope you will never need to _____ to have what you want. (steal)
2. Bill _____ money from his brother. (stole)
3. Someone ___ _____ my purse! (has stolen)

Verb: drive

1. May I _____ your new car? (drive)
2. Bob _____ his car off of a cliff. (drove)
3. Sally ___ _____ my car for the last time! (has driven)

Below is a fun activity that allows students to gain knowledge about Tennessee and Tennessee state history. The activity is not very difficult, and most answers can be gotten through the process of elimination.

TENNESSEE TRIVIA

Data Source:
Tennessee Blue Book
1983-1984

Directions: Match the answers on the right to the clues on the left. There will be only one answer per clue.

(D) 1. Tennessee's most populated county (1980)
(F) 2. Tennessee's least populated county (1980)
(K) 3. American military genius, born in Bedford County in 1821
(G) 4. Gary Cooper starred as him in a movie
(A) 5. Tennessee's state capital
(S) 6. First newspaper published in the state (Rogersville, 1791)
(B) 7. State capital from 1796 to 1806, 1807 to 1812, and 1815 to 1817.
(L) 8. Became the fifth state official song (1982)
(O) 9. Home of Andrew Jackson
(Q) 10. "_____ Choo Choo"
(E) 11. Battleship sunk at Pearl Harbor
(J) 12. State Slogan
(I) 13. Three United States Presidents from Tenn.
(P) 14. State flower
(N) 15. State wildflower
(R) 16. State nickname
(T) 17. Tennessee's most populated city (in 1982)
(C) 18. Tennessee's least populated city (in 1982) Population-51
(M) 19. First governor of Tennessee
(H) 20. First governor to be elected to successive four-year terms

A. Nashville
B. Knoxville
C. Denmark, in Madison County
D. Shelby County
E. U.S.S. Tennessee
F. Pickett County
G. Sgt. Alvin C. York
H. Lamar Alexander
I. Jackson, Johnson, and Polk
J. "Tennessee -- America at Its Best"
K. Nathan Bedford Forrest
L. "Rocky Top"
M. John Sevier
N. Passion Flower or Maypop
O. The Hermitage
P. Iris
Q. Chattanooga
R. The Volunteer State
S. Knoxville Gazette
T. Memphis

The exercises on the remaining pages of this section are simple activities that are fun and seem to work well with the confused elderly. These activities are good conversation starters.

WHEN DO WE OBSERVE WHAT?

Match the holiday on the right to the clue on the left.

E	1. second Monday in October	A. Washington's Birthday or Presidents' Day
C	2. fourth Thursday in November	B. Christmas Day
G	3. July 4th	C. Thanksgiving Day
H	4. always on January 1st	D. Election Day
F	5. last Monday in May	E. Columbus Day
B	6. December 25th	F. Memorial Day or Decoration Day
D	7. 1st Tues. after the 1st Mon. in Nov.	G. Independence Day
A	8. third Monday in February	H. New Year's Day
M	9. usually the last Friday in April (plant your trees)	I. Mothers' Day
I	10. second Sunday in May	J. St. Patrick's Day
O	11. third Sunday in June	K. Grandparents' Day
J	12. March 17th (wear your green)	L. Groundhog Day
N	13. February 14th	M. Arbor Day
K	14. First Sunday after Labor Day (this is a new one)	N. St. Valentine's Day
L	15. February 2nd	O. Fathers' Day

MATH TEASER

Can you fill in the blanks with numbers one through nine so that you will get fifteen whether you add horizontally, vertically, or diagonally?

4	3	8	= 15
9	5	1	= 15
2	7	6	= 15
=15	=15	=15	

WHO AM I?

Many entertainers change their names. Below on the left are popular entertainers, as we know them, and on the right, out of order, are their original names. Search your memories and match the list on the right to the list on the left. Clue: Some didn't make total changes.

G	1. Helen Hayes	A.	Julia Wells
I	2. Doris Day	B.	Howard Cohen
A	3. Julie Andrews	C.	Douglas Ullman
J	4. Fanny Brice	D.	Greta Gustafsson
C	5. Douglas Fairbanks	E.	Norma Jean Mortenson
M	6. Cary Grant	F.	Sara Ophelia Cannon
E	7. Marilyn Monroe	G.	Helen Brown
B	8. Howard Cosell	H.	Marion Morrison
O	9. W. C. Fields	I.	Doris von Kappelhoff
N	10. Lilli Palmer	J.	Fanny Borach
H	11. John Wayne	K.	Delloreesa Patricia Early
D	12. Greta Garbo	L.	Joseph Levitch
F	13. Minnie Pearl	M.	Archibald Leach
L	14. Jerry Lewis	N.	Lilli Peiser
K	15. Della Reese	O.	William Claude Dukenfield

DOUBLE-D WORD RACE

Be the first to fill in the page! All of these words will have double Ds in them. The clue is on the left.

1.	the part in the center	(middle)
2.	pancake skillet	(griddle)
3.	how a duck walks	(waddle)
4.	on the back of a horse	(saddle)
5.	to wrap in clothes	(swaddle)
6.	police wagon	(paddy)
7.	a bear	(teddy)
8.	a baby just starting to walk	(toddler)
9.	steps to climb on	(ladder)
10.	Mommy's mate	(Daddy)
11.	selling house-to-house	(peddle)
12.	it moves the boat	(paddle)

WHAT IS MY JOB and WHAT DO I SAY?

Below on the left are 15 people with different occupations. On the right are statements that they might hear or say all day. Match the letter on the right to the person on the left.

K	1. Taxi Driver	A. "How far down do you want to sit?"
B	2. Doctor	B. "Take two asprin and call me in the morning."
I	3. Nurse	C. "Do you want this room cleaned?"
L	4. Policeman	D. "Fill'er up?"
C	5. Maid	E. "Did you get one of our calendars?"
J	6. Pilot	F. "Are you ready to order?"
M	7. Stewardess	G. "May I see your pass?"
A	8. Usher	H. "Number please?"
O	9. Store Clerk	I. "Drop your pants so that I can give you this shot."
F	10. Waitress	J. "We are at an elevation of 2,000 feet."
G	11. Security Guard	K. "Where to, Mister?"
D	12. Station Attendant	L. "May I see your driver's license?"
E	13. Banker	M. "Coffee?, Tea?"
H	14. Telephone Operator	N. "Amen."
N	15. Minister	O. "Would you like to try this on?"

ARE YOU OLD ENOUGH TO KNOW THESE OLD PROVERBS?

See if you can fill in the blanks.

1. Fools rush in (where angels fear to tread.)
2. All is fair (in love and war.)
3. Beggars (can't be choosers.)
4. His bark is (worse than his bite.)
5. All that glitters (is not gold.)
6. A friend in need (is a friend indeed.)
7. There's no fool (like an old fool.)
8. The way to a man's heart (is through his stomach.)
9. Misery loves (company.)
10. Absence makes (the heart grow fonder.)

ABE INSTRUCTOR ACTIVITIES

TEACHING WITH ARTS and CRAFTS PROJECTS

Older citizens, both confined and independent, are often interested in working with materials to make arts and crafts projects. Even when some of the group members have no interest in making the crafts, they still enjoy watching the items being made and viewing the finished products. Also, they may be interested in a program that is a showing of the completed works of an individual or group.

Some of the reasons that doing arts and crafts projects are educational and beneficial are:

* These projects allow students to be creative, which is in itself educational.

* Being creative brings about self-confidence, which is many times lacking in older students who are depressed.

* Arts and crafts projects provide an inexpensive means by which the group members can decorate or redecorate their rooms or homes.

* For withdrawn individuals, creating may be a means of self-expression.

* Making items for others, such as for the homebound or other residents in nursing homes, will give the students a feeling of self-worth.

* For confused or disoriented students, working with different shapes, colors, and textures can be therapeutic.

* For physically handicapped students, such as those suffering from arthritis or those who have had strokes, working with arts and crafts can be a good source of physical therapy.

* Making items can be of financial benefit to individuals or groups.

* Working in a group on group projects can be a means of socialization for the lonely.

Unless one's budget is unlimited, obtaining craft materials and ideas can be troublesome. Below are some ideas on how to get materials and ideas with a minimum of difficulty:

* Ask friends, family, and community members to save old magazines for you, especially those such as Better Homes and Gardens, Redbook, Woman's Day, and Ladies Home Journal. These often have ideas for craft projects. Another benefit to using magazines is that they are full of pictures that can be cut out and used in projects. Travel and gardening magazines are also good sources of big, colorful pictures.

* Shop in volume. Save the system money by:
  1. purchasing large bottles of glue or paste and filling small, individual bottles.
  2. buying large packages of construction paper. It can be used to make

cards for all holidays throughout the year and several other projects.

3. buying large boxes of materials such as wooden ice cream sticks because the possibilities are endless.

* Check with unusual sources for your supplies. A few of these are:
  1. Florist and Gift Shops - - ask the owner to save scraps of ribbon and single or salvage flowers that they can not use. Your students may be able to repair the items, or perhaps the project that is being made will not require too many or too much of the materials.
  2. Manufactoring Companies - - check to see if you can purchase scraps of upholstery cloth, regular cloth, wooden blocks, discontinued or old materials, etc.
  3. Surplus, Salvage, and Import Shops - - check for bargains in slightly damaged goods such as wicker baskets and pieces, pottery items, and home decor items.

EXAMPLES of SUITABLE ARTS and CRAFTS PROJECTS

Below are some suggested craft activities. These activities were done in older adult classes in Etowah, Tennessee, and were found suitable. Where the idea was taken from a magazine, the source is given.

Always guage the size, ability, and needs of your group before doing any project. Also pay attention to regulations such as nursing homes allowing residents to use scissors or to hang crafts on walls.

Making Christmas Memory Books

Day 1 Materials:
Fronts and captions from old Christmas cards
November and December issues of old magazines
construction paper
plain, white paper
pencils
clear tape and paste
Christmas yarn
hole punch
scissors
glitter
Teacher access to typewriter and photocopying machine

Day 1 Directions:
1. Ask students to write their memories and thoughts of Christmas: How Christmas is different now than from when they were young, favorite foods, favorite songs, a wish for the world, etc.
2. Let students find Christmas scenes in old magazines and cut them out.
3. The teacher types the information given by the students. Example:
   John Jones' favorite Christmas food is turkey with dressing.
   Mary Smith says that her favorite Christmas song is "Joy to the World."
4. Make a set of copies of all of the statements for each of the students.

Day 2 Directions:
1. Allow students to make books with the typed items, pictures, card fronts, card captions, glitter, etc.
2. Punch holes in paper. Make cover for book out of construction paper.
3. Hold book together with yarn pulled through holes and tied.

Benefits:

This project encourages reflection and self-expression. This activity is also good reality therapy in that it makes awareness of time passage.

This project makes a good gift for a relative, friend, nursing home staff member, etc.

Making Christmas Gift Wrap

Materials:
Wide assortment of scraps of Christmas wrap
ribbons
Christmas scenes from magazines
bric-a-brac
tiny ornaments
tape
scissors

Directions:
Before Christmas have a class on gift wrapping. Consult the following articles to get an idea of how to make unusual wrap:

"Clever Penny Saver Gift Wraps." Woman's Day, December 11, 1984, p.48

"The Good Life: Wonder Wraps." Redbook, December 1983, pp. 18 and 76.

Bring in the materials and let the students be creative in gift wrapping. Be sure to tell the students to bring in a few gifts to wrap.

Benefits:

This is a good project that encourages creativity. This activity can be a fun activity for the students. The students might wish to raise money by starting a "Gift-Wrapping Service".

Woven Basket Wall Hangings

Materials:
inexpensive woven bread baskets (assorted colors)
shallow, woven paper plate holder/baskets
glue
scissors
pipe cleaners
old magazines
scraps of ribbon for bow making
scraps of artificial flowers
assorted miniture objects such as felt birds, fruit, lightweight dishes, model cars, tiny dolls, etc.

Directions:
1. Allow students to cut out bright, colorful pictures from magazines.
2. Crop the pictures so that they fit into the bottom of the baskets or plate holders.
3. Glue the pictures into the baskets or holders.
4. Decorate the rim of the basket or holder with bows, flowers, miniture ob-

jects, etc. These can be secured with pipe cleaners.
5. Display on walls. The rims of the baskets become country-look frames for the pictures.

Benefits:
This activity provides a chance for the student to use or develop skills of color coordination and other creative talents. These wall hangings make inexpensive gifts and home decor items. The baskets can be made to have holiday themes.

Personalized Plastic Storage Boxes

Materials:
clear plastic shoe boxes, one for each student
heavy duty craft glue
sheets of stenciled letters, plain or fancy, that can be colored and cut out
coloring markers
old magazines for cutting out pictures
scissors
scraps of cloth material, at least 12" x 16", and felt
scraps of ribbon, beads, silk flowers, ornaments, etc.
elastic (optional)
needles (optional)
thread (optional)

Directions:
Allow students to decorate their own storage box.

Some ideas might be:
* Allow students to be creative in putting their names on the boxes with the cut out letters: "John's Junk", Mary's Mess", etc.
* Glue pretty pictures onto the boxes.
* Cover the lid of the box with material. Sew on felt scenes or designs. Hem the material, and run elastic through so the material will stay on the lid.
* Make a "flower pot" out of felt or cloth covered paper, glue it flat against the lid, and glue in silk flowers.

Benefits:
This activity enables the students to be creative and to make a useful item.

Easter Bunny Mobiles

Materials:
large pictures of Easter bunny to be colored - - front and back view, or if side view, one side reversed
materials for stuffing, such as cotton or tissues
cotton balls for tails
bright coloring markers
staples and stapler
clear fishing line
tape

Directions:
1. Allow students to color bunnies, both sides. Remind them to match colors of both sides.
2. Outline bunny with black or other dark color that will hide staples
3. Cut 2-feet long sections of fishing line.
4. Tape one end of line to the inside of each view of the bunny, near the top.
5. On the lower half of the bunny, staple in black line both views of the bunny.
6. Stuff with filling.
7. Continue to stuff and staple until bunny is filled and puffy.
8. Hang by looped line from a window, or make several to form a Bunny Mobile (obtain clothes hangers to hang them on).

Benefits:

These projects make great gifts or room decorations. Coloring is good physical therapy, and matching colors for the bunny is a good visual activity for the handicapped.

Decorative Placemats

Materials:
waxed paper
steam iron
scissors
decorative cloth ribbon
supplies that will lay flat between the waxed paper, such as dried, pressed flowers, and chips of wax crayons
heavy duty craft glue
construction paper (optional) to make flat pictures from

Directions:
1. Cut two sheets of waxed paper, 12" to 14" long.
2. Place the dried flowers (or other flat materials) between the sheets.
3. Leave a 1"-2" margain on all sides of the waxed paper that contains no materials.
4. Press the sheets together with a medium/hot iron.
5. Glue decorative cloth ribbon strips together around the mat edges on both sides.

Variations:

Use chipped crayons in different colors to give an "abstract art" look to the mats. The students may also want to cut the waxed paper in the shape of fish bowls. They may want to fill the bowls with construction paper fish and seaweeds, and chips of blue crayon.

Benefits:

Allows students to be creative and to make decorative items for themselves or to give as gifts.

ABE INSTRUCTOR ACTIVITIES

TEACHING WITH FILMS, TAPES, and SLIDES

There is a limitless supply of films, tapes, slides, and other audio-visuals that is available and interesting to the older learner. It is advisable to use films for the following reasons:

* Films, tapes, etc., are available on almost any topic of interest to the older learner.

* Films are available on differing levels of sophistication. This enables the teacher to choose and show films suitable for their particular groups.

* Special occasion films, such as for holidays, can be obtained.

* Films are inexpensive to use if the instructor has access to proper equipment, and uses local sources for their films. Films suitable for the older adult may be found in secondary and junior high school libraries, public libraries, regional libraries, and through other sources.

* Films may be suitable for all students except the hearing impaired or visually handicapped. For these students, try to adapt the lesson to provide benefits. For example, provide printed materials for the deaf or hearing impaired so they will be able to follow the film. Occasionally the instructor will be able to find good, suitable films that are captioned.

* Films are often filled with information and are visually pleasing. These factors make films suitable for independent, ambulatory students, and also for the confused.

* Films are suitable for students who are unable to read or write and do not participate in activities that require these skills.

Below are a few films that have been shown to older adult classes in Etowah, Tennessee, and have been found enjoyable, interesting, and suitable. The sources for these films were the school library and Fort Loudon Regional Library Center.

Film Company: National Geographic Society
Topic: Nature Studies

Film Title	Subtitles in the Collection
Animals and How They Grow	"Mammels", "Fish", "Birds", "Amphibians and Reptiles", "Insects"
Animals in Winter (Adaption)	
An Introduction to Weather	"Weather and the Water Cycle", "Observing Changes in Weather", "Measuring and Forecasting Weather"

Film Title	Subtitles in the Collection
Dinosaurs	
Digging Up America's Past	
Exploring Sea and Space	"World Beneath the Sea", "Riches from the Sea", "Exploring Distent Worlds", "Benefits From Space", "Looking Ahead in Sea and Space"
Forecasting the Weather	
Fossils: Traces of the Past	
Geology: Our Dynamic Earth	"The Faces of the Earth", "The Changing Land", "The Restless Earth", "Geology and You"
Harnessing the Sun	
Kingdom of the Plants	"Green Life", "Simple Plants", "Complex Plants", "Trees", "Plants Serving Man"
Learning About Air and Water	
Learning About Animals: The Science of Zoology	
Learning About the Sea: The Science of Oceanography	
Lions, Tigers, and Other Big Cats	
Places Where Plants and Animals Live	"The Woods", "The Meadow", "The Stream", "The Seashore", "The City Park"
Plants and Animals in the City	
Pollution: Problems and Prospects	"The Land", "Air and Water"
The Life of Animals	"Ways Animals Get Food", "Animal Homes", "Ways Animals Move About", "Ways Animals Protect Themselves", "Animals and Their Families"
The Powers of Nature	"Weather and Man", "Volcanoes", "Earthquakes", "Floods", "Forest Fires"
The Seasons	"The Changing Seasons", "Spring", "Summer", "Fall", "Winter"
The Universe	"The Earth", "The Moon", "The Sun", "The Planets", "The Stars", "Man in Space"

Film Title	Subtitles in the Collection
The World of Plants	"The Parts of a Plant", "How Plants Grow", "Kinds of Plants", "Where Plants Grow", "Plants and People"
Vanishing Animals of North America	"Tragedy of the Past", "Hunted Animals", "Damage to Ecosystems", "Protected Animals", "Prospects for the Future"
Topic: Social Studies	
Geography of the United States I-V	all states are presented in this series
Indians of North America	"The First Americans", "Eastern Woodlands", "The Plains", "The West", "Indians Today"
People and the Places Where They Live	"People in Mountains", "People in Deserts", "People Near Water"
Lands and People of Asia	
Journey Across Russia: The Soviet Union Today	
Canada	
Topic: Misc.	
Mysteries Old and New	"The Loch Ness Monster and the Abominable Snowman", "Atlantis and UFO's"
Ancient Monuments and Mysteries	
Ancient Civilizations	
Christmas in Many Lands	
Film Company: Walt Disney Educational Media Company Topic: Nature Studies	
Seal Island	
Nature's Half Acre	
Vanishing Prairie	"Large Animals That Once Roamed the Plains", "Small Animals of the Plains", "The Buffalo, Majestic Symbol of the Plains", "Pioneer Trails, Indian Lore and Bird Life of the Plains"

Film Title	Subtitles in the Collection
The Living Desert	"Animals at Home in the Desert", "What is a Desert", "Water in the Desert", "Nocturnal Creatures of the Desert", "Predators of the Desert"

Topic: Misc.

Something Wicked This Way Comes

Never Cry Wolf

Tex

Call It Courage

Film Company: Media Basics
Topic: Misc.

Where the Red Fern Grows

Film Company: Listening Library, Inc.
Topic: Misc. (animated literary classics)

The Time Machine

The Invisible Man

The Hound of the Baskervilles

The Red Badge of Courage

Dr. Jekyel and Mr. Hyde

The Gift of the Magi

Wuthering Heights

Film Company: Singer Educational and Training Products
Topic: Social Studies

The Cajuns: A Fading Culture

The Mississippi River: A Major Resource in a Changing Economy

If an instructor wishes for more selections than what can be found in their local libraries, they may wish to order films, tapes, and slide programs from other sources. Below are companies that will send catalogs and other materials upon requests. The films offered are usually suitable for older adults, and may be in the forms of 16mm, 3/4" videocassette, 1/2" VHS, or slide programs. The first five listings are free-loan services, and the borrower pays only return postage for the films and materials. The other listings normally sell films or have charges for renting or previewing.

1. Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709

2. Department of Extension Programs
National Gallery of Art
Washington, D.C. 20565

3. Dawn Films Service
199 Railroad Ave.
East Rutherford, NJ 07073

4. Film Librarian
Tenn. Game and Fish Commission
Ellington Agricultural Center
P.O. Box 40747
Nashville, TN 37203

5. Film Loan Library
Tenn. Dept. of Conservation
2611 West End Ave.
Nashville, TN 37203

6. Rehabilitation Research and Training Center in Aging
University of Pennsylvania
Nursing Education Building
420 Service Drive
Philadelphia, PA 19104

7. Phoenix/BFA
Films & Video, Inc.
468 Park Avenue South
New York, N.Y. 10016

8. Video Services
Dept. of Physical Therapy
University of Maryland
School of Medicine
32 S. Green Street
Baltimore, MD 21201

9. South Bay Mayor's Committee for Employment of the Handicapped
2409 North Sepulveda Blvd.
Room 202
Manhattan Beach, CA 90266

10. Michigan Media
The Univ. of Mich. Media Resources Cen.
400 Fourth Street
Ann Arbor, MI 48103-4816

11. National Audiovisual Center
8700 Edgeworth Drive
Capitol Heights, MD 20743-3701

12. Rehabilitation Institute of Chicago
Research Dissemination
345 E. Superior
Chicago, IL 60611

ABE INSTRUCTOR ACTIVITIES

TEACHING WITH PERIODICAL MATERIALS AS SOURCES

Good foundations for lessons for the elderly can be made from magazines and periodicals. Instructors will find that building lessons from periodicals are beneficial for the following reasons:

* Articles are printed on a variety of topics.

* Articles can contain a great deal of accurate, pertinent information in a small amount of print.

* Older adults will like the idea of having a variety of lessons throughout the year. It might alienate the older learners to be issued text books to read and study.

* There are differing levels of sophistication among magazines and periodicals. The levels of the articles can be matched to the abilities and interests of the students.

* Articles can be presented together to show support of points or to show contrasting views.

* Because many of the students are regular readers of magazines and periodicals, they will be able to bring materials to share with the groups.

* Photocopies of the articles used can be put into the vertical files for later use.

Below and on the following pages are articles that were used in the older adult classes in Etowah, Tennessee. Also given are tips for conducting the lessons.

TOPIC: CAREERS FOR LATER LIFE

Source:
Warshaw, Robin. "75 Ways to Earn $100 a Week In Your Spare Time." Woman's Day, 4 March 1986, pp. 51-53+.

An interesting idea for a lesson topic would be to discuss ways that the older person might make money in their spare time. This article lists 75 ways in which one might make extra income. The article gives actual cases of people who performed the services discussed. Some of the ideas presented are: typing services, plant care services, making birth announcement signs, becoming rentable clowns, cake decorating, birthday party services, needlework finishing, and doing alterations.

Discuss the ideas with the class. Ask if any members have special talents that can be turned into money making skills. Ask the group if they can think of other ways to make money.

Before the class, try to find information on state and federal guidelines

concerning reporting income, shipping regulations, and health regulations when dealing with food. Also, find information on how to avoid becoming the victim of a work-at-home scheme. The Better Business Bureau might be able to send information regarding this problem.

Related articles to consult that deal with this topic:

Brown, Betsy. "Stay at Home and Make Money!" Ladies' Home Journal, Oct. 1980, pp. 167-172.

Daly, Margaret. "How to Start a Successful Business In Your Home." Better Homes and Gardens, July 1984, pp. 27-31.

TOPIC: BANKING AND MONEY

Source:
Zwicker, Denise Allen. "Managing Your Credit Cards." Better Homes and Gardens, Aug. 1984, pp. 23-25.

A senior citizens' group might be interested in a lesson on credit cards. Some members might be interested in knowing the different types available, an explanation of interest rates and charges, and information on how to protest oneself against credit card fraud.

The above article listing is two pages of information such as:

* Categories of types of cards - single-company (retail) cards, bank cards, and travel and entertainment (T & E) cards.

* How the above types usually compute annual fees and interest charges.

* Nine tips on how to protect oneself against fraud, such as always keep all receipts and check them carefully against each bill as soon as it arrives, protect your card number as well as your cards, and always carry your cards in the wallet or purse that you take with you.

* Actions to take if your credit cards are lost or stolen.

* Explanations of credit card insurance.

* How to dispute a bill if you have been charged for merchandise or services that you did not receive.

This lesson will be beneficial for those seniors who use credit cards and do not realize how charges are computed, do not realize all of the precautions that they should take with credit cards, or do not realize that they have the right to protest if they are wrongly charged. This lesson will also be beneficial to those students who are thinking about applying for a credit card.

Before this lesson is presented, try to obtain several different credit card applications to pass around and discuss with the class.

TOPIC: CONSUMER INFORMATION

Source:
Lesem, Jeanne. "50 Super Ways to Save At The Supermarket." Woman's Day, 23 July 1985, pp. 25-30.

For independent students, a class can be built around tips for saving money at the food store. This article contains 50 tips for cutting food costs. The article has General Guidelines, plus seperate ideas under the headings of Meat, Fish, and Poultry, Fruits and Vegetables, Dairy Products, Packaged Groceries, and Nonfood Items.

Some of the tips are:

"The best buy in snack foods is popcorn - especially if you pop it yourself. A large bowl of unbuttered corn can be made for as little as 10¢."

"Fresh-squeezed orange juice always costs more than frozen concentrate - even if you squeeze it yourself."

"Avoid single-serving packs of cereal; they often cost two or three times as much per bowl as large boxes. Individual packets of instant oatmeal, for example, are about 18¢ per serving compared to only 4.5¢ for regular oatmeal.

"Fresh carrots are almost always cheaper than any other form. In one store we found:

frozen at 79¢ a pound
canned at 69¢ a pound (drained)
fresh at 39¢ a pound"

In preparing for this lesson, try to obtain some of the products mentioned and show the class the sizes, packages, etc., that are mentioned.

You also might like to have a taste test. For example, when you reach the section that mentions orange juice prices, see if your students can tell the difference between fresh-squeezed and that made from frozen.

Read through the list of hints aloud. Allow the students to comment if they want. Also ask if any students have additional hints for saving money at the food store.

TOPIC: CRIME PREVENTION

Source:
Allen, Deborah. "How to Foil a a Car Thief." Better Homes and Gardens, May 1983, pp. 43-46.

Often the elderly are victims of crimes, and your group, especially if they are independent and driving persons, might be interested in a lesson on helping to prevent car thefts.

The three page article is full of information, including tips on how to deter thieves. Among the tips given are:

* To make towing difficult, turn the steering wheel sharply to the left or right or right and remove the key to lock the steering column.

* Put packages and valuables out of sight in the glove compartment or trunk.

* Do not keep the car's title in the glove compartment. This will prevent a thief from using the title to "prove" he owns the car.

* Use your garage if you have one, and lock it and your car. If you don't have a garage, park in a driveway instead of on the street.

Also given is information on devices to deter car thieves. Discussed in some detail are special locks to help keep thieves from entering and starting a car, devices that prohibit a car from being driven away, and alarms that sound when a thief tries to break into a car.

Along with this article, you may check with local law inforcement agencies to get statistics on car thefts for your area. Also, you might ask a car dealer and electronics store representative to come and demonstrate thief-detering devices. During the class be sure to ask the members if they have had a car stolen or merchandise taken.

TOPIC: EMERGENCY MEDICAL CARE/MEDICAL INFORMATION

Weinhouse, Beth. "Medical Information: Only a Phone Call Away." Ladies' Home Journal, Jan. 1986, p. 40.

Many independent older citizens will be interested i a program concerning obtaining medical information. This article lists 25 different telephone numbers to call to get information on different diseases, conditions, and concerns. Some of the topics given that might be of interest to older students are:

* Blindness: American Council of the Blind

* Lung disease, respiratory disorders, allergies: LungLine, sponsored by the National Jewish Center for Immunology and Respiratory Medicine

* Surgery: Second Opinion Hot Line, sponsored by the U.S. government's Dept. of Health and Human Services.

* Kidney disease: American Kidney Fund

Many of the numbers are toll free, but obtaining some of the information through the services will cost the caller. Also, some of the hot lines are open at all times, which might be important to the caller.

Suggested Similar Activities:

* Check local sources for hot lines in your area.

* If your area has a "911" service available, ask a representative to come and discuss how the system works.

* Have students bring in their own emergency or special numbers. Using stencils, colored pencils, index cards, and laminating materials, let the students prepare water-resistant charts that can be put over the phone.

* Check with local ambulance services to see if they can give programs on emergency care. Also ask if your students can be allowed to examine an ambulance. If your area is served by a medical helicopter service, try to let the students be allowed to examine a helicopter, too.

ABE INSTRUCTOR ACTIVITIES

MISCELLANEOUS LESSON IDEAS

Below are some miscellaneous lesson ideas that the ABE instructor might wish to try:

* Arrange for a class trip to a public library. Many older adults may be suprised at the book selections if they have not visited a library recently. A couple of ideas for library activities are, (1) check to see if the students would be interested in learning how to use the library to do genealogy studies, and (2), ask if the library has old, local newspapers on microfilm. If so, ask the students to try to recall an event and the date. Look for the event in the papers, and then compare the students' facts to the real facts.

* Start a "Best Sellers Panel." Ask for student volunteers who like to read. After a few have volunteered, start a group that reads newly released books and reports on these books to the class.

* Have fashion shows. Some possible themes would be:
- latest fashions and styles for the more mature dresser.
- styles that allow people to dress with more ease.
- an alterations show by having volunteers who sew to alter older, out-dated clothing into more stylish fashions.
- leave the older clothes as they are and have a "Vintage Clothing" fashion show. Look for magazine articles to use as references if students are interested in learning about the worth of older clothes.
- consider having a hair and make-up fashion show.

* Check to see if the students would be interested in writing a local history. Spend time studying research tools such as library records, public records (land taxes, census, etc.), and family histories.

* With some groups, especially those with confined members, it might be beneficial to hold "Current Events" classes. Read and discuss local newspaper articles that seem to interest the students.

* Encourage students to form theatrical groups. This form of activity and socialization can aid the well-being of students.

* Ask students to bring in their favorite vacation pictures, slides, or movies, and let them give "geography lessons" about the places where they have traveled.

* Hold a "Health Fair" by inviting medical professionals, facility or unit representatives, and health organization representatives to use the ABE site as a place to have the one day event. The guests could do screenings, give small lectures, and give literature to the students. Be sure to involve students in the fair by having them volunteer for small jobs such as admitting visitors, cleaning and arranging the fair site, giving refreshments, etc.